



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

Springfield Public Schools
Springfield, New Jersey 07081

T.A.P.

Curriculum Guide

2023

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

*Springfield Board of Education
Approved November 20, 2023*



Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

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**Curriculum Developed By:
Chelsea Wilson**



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Foundations of Art

Unit Summary: Students will explore the elements and principles of design in depth.

Primary Interdisciplinary Connections: 21st Century Life and Careers

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: The elements of art and principles of design are crucial when artists are making creative decisions within their work. This unit will review the elements of art and principles of design in depth. In this unit students will develop advanced drawing skills, including but not limited to composition, proportion, and expressive mark-making. Students will create artworks that demonstrate strong understanding of visual aesthetics and design principles.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.5.8.Cr1
 1.5.8.Cr3
 SEL.PK-12.2
 SEL.PK-12.3.4

Content Statements: Anchor Standard 1: Generating and conceptualizing ideas
 Anchor Standard 3: Refining and completing products
 Core Idea: There are a variety of resources available to help navigate the career planning process.
 Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
 [Competency] - Self-Management
 [Competency] - Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
9.2.8.CAP.1 1	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.Cl.4	Explore the role of creativity and innovation in career pathways and industries.



SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
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SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
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Unit Essential Questions:

- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

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 develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Unit Learning Targets:

Students will be able to make choices in their artwork based on the elements of art and principles of design.

Students will be able to work together and collaborate in order to create a piece of artwork.

Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students Ipads and Apple pencils, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Elements of Art Exploration	10 hours/10 days
Lesson 2 Principles of Design Application	15 hours/ 15 days
Lesson 3 Collaborative Artwork	15 hours/ 15 days

Teacher Notes:

Time can be modified based on the needs of students.

Curriculum Development Resources/Technology Resources:

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

<https://thevirtualinstructor.com/>

<https://theartofeducation.edu/>

<https://youtube.com/>



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Elements of Art Exploration	Time Frame:	10 hours/10 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify elements of art, including line, shape, color, form, texture, and space - experiment with various art materials and techniques to create artworks that emphasize specific elements of art.	Lesson Sequence - Students will engage in a series of exercises and activities that explore different aspects of the elements of art. - Students will choose one element of art on which to focus. - Students will find a piece of artwork that emphasizes the chosen element. - Students will create a piece of their own artwork, using any media desired, to create their artwork based on the element.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Student needs will be addressed on an individual level based upon his or her work, and progress. Students can work in pairs if necessary.		
Resources Provided: https://www.khanacademy.org/humanities/approaches-to-art-history/looking-at-art2 https://artforkidshub.tv/programs/elements-of-art-series		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Principles of Design Application	Time Frame: 15 hours/15 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explore the principles of design, including balance, contrast, emphasis, movement, pattern, rhythm, and unity. - Be able to evaluate each other's work based on their understanding and application of the chosen principle of design in their composition. - Provide feedback and positive reinforcement for creativity and thoughtful use of materials and techniques.	Lesson Sequence - The teacher will introduce principles of design and assess students for prior knowledge. - Teacher will show a variety of arts that exemplify different principles of design. Students will discuss principles of design in each artwork and how they contribute to the overall visual harmony and impact. - Students will split into collaborative groups and be given material. Students must decide how to use the medium to create a collaborative piece of artwork.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.



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| | 4. Students will present their artwork and have a form class critique. | |
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Differentiation:

Each student will be addressed on an individual level on his or her work, and progress.

Resources Provided:

- http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
- <https://thevirtualinstructor.com/>



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Collaborative Artwork	Time Frame: 15 hours/ 15 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to work collaboratively to create an artwork that celebrates unity and diversity, embracing the unique contributions of each individual - Students will practice teamwork, communication, and creativity while collectively working on a large-scale art piece.	Lesson Sequence - Teachers will introduce the concept of unity in diversity with students. Teachers will emphasize the importance of valuing individual differences and working together harmoniously. - Students discuss collaborative work (pros, cons, etc.) - Students will create groups and use one element of art or principle of design to guide their collaborative piece. - Students will problem solve, use critical thinking skills, and collaborate to create a piece of artwork.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.



Differentiation:

Each student will be addressed on an individual level on his or her work, and progress.

Resources Provided:

- <https://nmaahc.si.edu/>
- <https://www.artsteps.com/>
- <https://padlet.com/>



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 and Performing Arts	Grade Level: 6-8	Unit Title: Foundations of Art
Created: Chelsea Krinner Wilson	Board Approved on:	Type Here



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Advanced Painting Techniques

Unit Summary: Students will explore various mediums such as watercolor, acrylic, or oil paints.

Primary Interdisciplinary Connections: 21st Century Life and Careers

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: In this unit, students will explore advanced painting techniques using various mediums such as acrylics, watercolors, or oil paints. Students will study color theory and application when creating mood and atmosphere. In this unit students will experiment with different styles and approaches to painting. This unit will help students understand one of the most widely used mediums by artists, paint.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.5.8.Cr2
 1.5.8.Re7
 SEL.PK-12.5.5
 SEL.PK-12.1.3

Content Statements: Anchor Standard 2: Organizing and developing ideas.
 Anchor Standard 7: Perceiving and analyzing products
 Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
 Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
 Competency: Relationship Skills
 Competency: Self-Awareness

CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.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.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.



SEL.PK-12. 5-5	Identify who, when, where, or how to seek help for oneself or others when needed
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SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations
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Unit Essential Questions:

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?

Unit Enduring Understandings:

- 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.
- 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.

Unit Learning Targets:

Students will be able to use advanced painting techniques to create a successful painting.
Students will be able to complete paintings with at least two different mediums.

Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students Ipads and Apple Pencils, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance
- Probing questioning



- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Expressive Color Study	5 hours/ 5 days
Lesson 2 Impasto Painting Technique	12 hours/ 12 days
Lesson 3 Still Life Different Style	15 hours/15 days

Teacher Notes:

Timeframes can change based on student need.

Curriculum Development Resources/Technology Resources:

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

<https://www.theartstory.org/>

<https://thevirtualinstructor.com/>

<https://theartofeducation.edu/>

<https://www.metmuseum.org/art/collection>

<https://www.nga.gov/collection/paintings/Dutch17thcentury/subject-browse/still-lives.html>

<https://yesimadesigner.com/how-to-get-better-at-composition-and-creative-layouts/>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Expressive Color Study	Time Frame: 10 hours/ 10 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to explore the emotional impact of color in art and how it can be used to express emotions and moods. - be able to experiment with various color palettes and techniques to create expressive artworks that convey specific feelings.	Lesson Sequence - Teacher will begin the lesson with discussing the importance of color in art. Teacher will show examples and hold class discussion. - Teacher will introduce the concept of color theory and its impact on emotional response to art. - Students will complete choose an emotion and art medium, and paint based on the feeling. - Informal class critique. Students will do an in-depth study on color theory.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.colormatters.com/ https://www.theartstory.org/		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Impasto Painting Technique	Time Frame: 10 hours/ 10 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - understand the impasto painting technique and its application in creating textured and expressive artworks. - practice using impasto to add depth and dimension to their paintings.	Lesson Sequence - Teacher will introduce impasto technique with students and show examples. - Students will be given art supplies to practice a guided demonstration. - Students will create a sketch. - Students will add impasto to their sketch/painting.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.theartstory.org/ https://thevirtualinstructor.com/ https://theartofeducation.edu/		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Still Life Different Style	Time Frame: 10 hours/10 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn about still life as a genre in art and its historical significance. - practice observational drawing skills by creating a still life composition using objects from their surroundings. - explore principles of composition to arrange their still life setup creatively.	Lesson Sequence - Teacher will introduce the concept of still life in art. Teacher will explain that a still life refers to the depiction of an inanimate object. - Teacher will show examples. - Students will create a composition using found objects and take a picture. - Teacher will demonstrate observational painting. - Students will begin observational painting.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.metmuseum.org/art/collection https://www.nga.gov/collection/paintings/Dutch17thcentury/subject-browse/still-lives.html https://yesimadesigner.com/how-to-get-better-at-composition-and-creative-layouts/		



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 And Performing Arts	Grade Level:	6-8	Unit Title:	Advanced Painting Techniques
Created:	Chelsea Krinner Wilson	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Sculpture and 3D Design

Unit Summary: Students will develop and refine their skills in 3 dimensional art forms.

Primary Interdisciplinary Connections: 21st Century Life and Careers

21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy
 X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy

Unit Rationale: Students will take the time to review and expand their knowledge on 3 dimensional art. Students will develop skills in including, but not limited to, clay, wire, and mixed media.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.5.8.Re8
 1.5.8.Pr4
 SEL.PK-12.2.2
 SEL.PK-12.4.2

Content Statements: Anchor Standard 8: Interpreting intent and meaning.
 Anchor Standard 4: Selecting, analyzing and interpreting work.
 Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
 Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
 Competency: Self-Management
 Competency: Responsible Decision-Making

CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.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.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals



SEL.PK-12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices
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Unit Essential Questions:

- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How are artworks cared for and by whom?
- What criteria, methods and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts and artworks, and select them for presentation?

Unit Enduring Understandings:

- 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.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

Unit Learning Targets:

Students will be able to successfully create three-dimensional sculptures.

Students will be able to identify why, and when, artists choose to work with three-dimensional techniques.

Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students Ipads and Apple Pencils, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Found Object Sculpture	12 hours/12 days
Lesson 2 Ceramic Techniques Exploration	15 hours/ 15 days
Lesson 3 Sculptural Expression in Clay	15 hours/ 15 days

Teacher Notes:

Timeframes can change based on student need.

Curriculum Development Resources/Technology Resources:

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

<https://ceramicartsnetwork.org/>

<https://americanart.si.edu/>

<https://www.teachkidsart.net/>



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Found Object Sculpture	Time Frame:	12 hours/ 12 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn about the concept of found object sculpture and its history significance in contemporary art - practice creativity and critical thinking by transforming discarded objects into meaningful sculptures - explore the principles of composition and design to create a cohesive and visually appealing found object sculpture.	Lesson Sequence - Teacher will introduce the concept of found object sculpture. - Teacher will show examples and have class discussion. - Students will brainstorm, and plan a concept. Students will collect found objects - Students will complete a cohesive piece of artwork.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.tate.org.uk/art/art-terms/f/found-object https://www.theguardian.com/environment/gallery/2023/jun/08/flip-flop-boats-trashion-and-the-bag-monster-the-art-of-discarded-plastic-in-pictures		



Lesson Plan 2 Template

Content Area: Visual Performing Arts	Lesson Title: Ceramic Techniques Exploration	Time Frame: 15 hours/ 15 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums (Clay, Glazes), provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - explore various ceramic techniques, including hand-building and wheel-throwing, to create functional and sculptural ceramic pieces. - practice fundamental clay skills and develop an understanding of the different approaches to working with clay. - foster creativity and self-expression through hands-on exploration of ceramic techniques.	Lesson Sequence - Teacher will introduce the versatility of ceramics as an art form. Students will discuss the functions of ceramics (cup, bowl, etc.) and the sculptural aspects of clay (figurines, vases, etc.) - Students will split up in stations, focusing on techniques. - Students will explore each technique (pinch, coil, slab, throwing). Students will create a piece at each station - Students will have a formal critique and discuss pros and cons of each technique. - Students will glaze original ceramics creations.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.



Differentiation:

Each student will be addressed on an individual level on his or her work, and progress.

Resources Provided:

- <https://ceramicartsnetwork.org/>
- <https://community.ceramicartsdaily.org/>
- <https://www.teachkidsart.net/>



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Sculptural Expression in Clay	Time Frame: 15 hours/15 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, (Clay, Glazes) provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - explore advanced hand-building and sculpting techniques to create abstract ceramic artworks. - experiment with various surface treatments and textures to enhance the visual impact of their sculptures. - develop their artistic voice and communicate abstract ideas through clay sculpture.	Lesson Sequence - Teacher will begin the lesson by introducing abstract art. Students will be encouraged to focus on emotion rather than realist representation. - Students will discuss the works of abstract ceramic artists, such as Peter Voulkos, Betty Woodman, or Jun Kaneko. - Students will design and plan their sculpture. Students will plan things including texture, form, and hand building skills that will be needed. - Students will demonstrate various finishing techniques at leather hard state.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.



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| | 5. Students will glaze after
bisque firing. | |
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Differentiation:

Each student will be addressed on an individual level on his or her work, and progress.

Resources Provided:

- <https://ceramicartsnetwork.org/>
- <https://americanart.si.edu/>



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 and Performing Arts	Grade Level: 6-8	Unit Title: Sculpture and 3D Design
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Created: Chelsea Krinner Wilson	Board Approved on: Type Here
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Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Art History and Criticism

Unit Summary: Students will study significant artists, art movements, and art in culture through history.

Primary Interdisciplinary Connections: 21st Century Life and Careers

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: Art history is important for students to learn. In this unit students will study significant artists, art movements, and cultural contexts. Students will analyze and interpret artworks using art historical and critical perspectives. During this unit students will explore concepts of installation art, and create artworks that engage with space and the environment.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.5.8.Pr6
 1.5.8.Re9
 SEL.PK-12.4.1
 SEL.PK-12.3.2

Content Statements: Anchor Standard 6: Conveying meaning through art.
 Anchor Standard 9: Applying criteria to evaluate products.
 Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
 Core Idea: Multiple solutions often exist to solve a problem.
 Competency: Responsible Decision-Making
 Competency: Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
9.2.8.CAP.1 6	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills



SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
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Unit Essential Questions:

- 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?
- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

Unit Enduring Understandings:

- 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 evaluate art based on various criteria.

Unit Learning Targets:

Students will be able to understand the importance of learning about important artists, movements, and art periods.

Students will be able to understand the basis of art criteria, and make their own evaluations on artwork.

Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students iPads and Apple Pencils, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Exploring Art Movements	5 hours/ 5 days
Lesson 2 Comparative Analysis of Artworks	2 hours/ 2 days
Lesson 3 Formal Art Critique	3 hours/3 days

Teacher Notes:

Timeframes can change based on student need.

Curriculum Development Resources/Technology Resources:

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

<https://smarthistory.org/>

<https://www.moma.org/>

<https://www.aam-us.org/>

<https://www.nationalgallery.org.uk/>



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Exploring Art Movements	Time Frame:	5 hours/5 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn about significant art movements that shaped the history of art from the Renaissance to Modernism. - explore key artists, artworks, and stylistic characteristics associated with art movements - gain a deeper appreciation for the diverse expressions of creativity throughout art history.	Lesson Sequence - Teacher will explain the importance of understanding art history to appreciate the evolution of artistic styles and movements. - Teacher will present a chronological overview of art movements, not limited but including, Renaissance, Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Cubism, and Surrealism. - Students will review art criticism techniques and discuss examples. - Students will assess historical context and significance of works.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		



Resources Provided:

- <https://smarthistory.org/>
- <https://www.moma.org/>
- <https://www.aam-us.org/>



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Comparative Analysis of Artworks	Time Frame: 2 hours/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn how to conduct a comparative analysis of artworks from different artists, periods, or cultures. - explore how visual elements, composition, and artistic styles contribute to the narratives conveyed in the artworks. - develop critical thinking and observational skills through the examination and interpretation of visual art.	Lesson Sequence - Teacher will begin the lesson by explaining the significance of comparative analysis in art. Teacher will discuss how comparing artworks can deepen our understanding of artistic choices, cultural contexts, and thematic representations. - Students will have informal discussion focusing on allowing time for interpretations and observations. - Students will discuss what elements or details stand out in each work.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.aam-us.org/		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- <https://www.nationalgallery.org.uk/>



Lesson Plan 3 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Formal Art Critique	Time Frame:	3 hours/3 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn how to conduct a formal art critique, analyzing and evaluating artworks based on specific criteria. - practice descriptive language and critical thinking to express their observations and interpretations. - develop an appreciation for different artistic styles and techniques through the critique process.	Lesson Sequence - Teacher will begin the lesson by explaining the purpose of a formal art critique: to analyze, interpret, and evaluate artworks based on specific criteria. - Teacher will review descriptive language and how to use artistic vocabulary while discussing art and discuss that critiques involve objective analysis over preferences. - Students will choose a piece of artwork and critique it. - Students will present their critique to the class and discuss.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		



Resources Provided:

- <https://www.theartstory.org/movement/institutional-critique/>
- <https://www.moma.org/collection/terms/institutional-critique>



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 and Performing Arts	Grade Level: 6-8	Unit Title: Art History and Criticism
Created: Chelsea Krinner Wilson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Digital Art and Media
Unit Summary: Students will examine digital art tools, software and techniques.					
Primary Interdisciplinary Connections: 21st Century Life and Careers					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy					
X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Digital art is one of the mediums most students are interested in learning about. In this unit students will explore digital art tools, softwares, and techniques. They will create digital illustrations, graphic design projects, and multimedia artworks. Students will learn about ethical and responsible use of digital media and copyright considerations.				
Career Readiness (Standard 9): 9.2, 9.4					

Learning Targets

Standards:	1.5.8.Cr1 1.5.8.Cr2 SEL.PK-12.4.3 SEL.PK-12.5.3
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Competency: Responsible Decision-Making Competency: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions



SEL.PK-12. 5.3 Identify ways to resist inappropriate social pressure

Unit Essential Questions:

- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?
- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

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 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.

Unit Learning Targets:

Students will be able to show understanding of digital mediums, including but not limited to adobe suite, etc.

Students will be able to use digital art media to create successful pieces of artwork.

Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students Ipads and Apple Pencils, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance



- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Animated Gif Creation	15 hours/15 days
Lesson 2 Digital Painting	10 hours/10 days
Lesson 3 Photo Manipulation and Digital Collage	10 hours/10 days

Teacher Notes:

Timeframes can change based on student need.

Curriculum Development Resources/Technology Resources:

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

Adobe Suite

<https://helpx.adobe.com/creative-cloud/tutorials-explore.html>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Animated GIF Creation	Time Frame: 15 hours/15 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn the basics of creating animation GIFs using simple drawings or images - understand the concept of frame-by-frame animation and how it brings motion to static images - create their own animation GIFs to express creativity and storytelling through art visual	Lesson Sequence - Teacher will begin the lesson by discussing animation as a form of art and entertainment, Teacher will explain how animation GIFs are a series of images played in a loop to create the illusion of motion. - Students will draw a simple animation, with at least 4 frames. - Students will use photoshop, or school provide digital media, to create GIF in a loop. - Students will present GIFs	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: - Adobe Photoshop https://pivotanimator.net/		



Lesson Plan 2 Template

Content Area: Type Here Lesson Title: Digital Painting and Illustration Time Frame: 10 hours/10 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn the fundamentals of digital painting and illustration using Adobe Suite software. - explore various digital painting techniques and tools available in available adobe apps - create their own digital artwork, combining traditional art principles with digital tools	Lesson Sequence - Teacher will begin the lesson by introducing the concept of digital painting and illustration. - Teacher will demonstrate how to create digital art resources, highlighting all resources' unique features and strengths in the digital art creation process. - Students will experiment with digital tools, noticing their strengths. - Students will choose one application and create a digital painting.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://helpx.adobe.com/creative-cloud/tutorials-explore.html		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Photo Manipulation and Digital Collage	Time Frame: 10 hours/10 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn the fundamentals of photo manipulation and digital collage using Adobe Suite software - explore various tools and techniques available in Adobe Suite to combine images creatively - create their own digital collages, showcasing their artistic vision and storytelling through visual composition.	Lesson Sequence - Teacher will begin the lesson by explaining the concept of photo manipulation and digital collage. - Class will discuss how these techniques allow artists to combine and manipulate images to create new narratives.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://helpx.adobe.com/creative-cloud/tutorials-explore.html		



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 and Performing Arts	Grade Level: 6-8	Unit Title: Digital Art and Media
Created: Chelsea Krinner Wilson	Board Approved on:	Type Here



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Art and Social Impact

Unit Summary: This unit will explore visual arts and the impacts it has on culture. This unit will examine the role art has in society.

Primary Interdisciplinary Connections: 21st Century Life and Careers

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 will have students explore the role of art in society and its potential to create positive change. This unit will examine how art can be a powerful tool for raising awareness, promoting social justice, and fostering empathy. Through this unit, students will understand the responsibility and ethical considerations when using art as a means of addressing social issues.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.5.8.Cn11
 1.5.8.Pr6
 SEL.PK-12.3.3
 SEL.PK-12.3.2

Content Statements: Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
 Anchor Standard 6: Conveying meaning through art
 Core Idea: Early planning can provide more options to pay for postsecondary training and employment.
 Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
 Competency: Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation
9.4.8.Cl.4	Explore the role of creativity and innovation in career pathways and industries.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



SEL.PK-12.
3.2

Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

Unit 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?
- 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?

Unit Enduring Understandings:

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

Unit Learning Targets:

Students will be able to identify ways art can help create a positive change in society.
Students will be able to create imagery with a message that can be conveyed to a viewer.

Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students iPads and Apple Pencils, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration



Lesson Plans

Lesson	Time Frame
Lesson 1 Art and Social Activism	10 hours/ 10 days
Lesson 2 Art and Empathy	8 hours/ 8 days
Lesson 3 Contemporary Art and Cultural Identity	8 hours/ 8 days
Lesson 4 Art and Social Media	8 hours/ 8 days

Teacher Notes:

Timeframes can change based on student need.

Curriculum Development Resources/Technology Resources:

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

<https://ed.ted.com/>

<https://www.tate.org.uk/>

<https://ny.pbslearningmedia.org/>

<https://www.tate.org.uk/kids>

<https://www.moma.org/>



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Art and Social Activism	Time Frame:	10 hours/10 days
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Lesson Components

21st Century Themes

X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy
 X Civic Literacy X Health Literacy

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - explore the connections between art and social activism, understanding how visual art can be a powerful tool advocating for social change. - learn about influential artists who have used their art to address social issues and bring awareness to important causes. - create their own piece of art that conveys a message of social activism and empowers them to be an agent of change.	Lesson Sequence - Teacher will begin the lesson by discussing the role of art in society. Teacher will introduce the concept of social activism and how art can be a means of expressing important social issues and advocating change. - Teacher and students will discuss examples of art pieces created by influential artists who have used their work as a form of social activism (Keith Haring, Frida Kahlo, Banksy, etc). - Students will split into groups and choose a contemporary social issue that they are passionate about. - Students will choose a medium and create a	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.



- | | | |
|--|--|--|
| | piece together,
emphasizing symbolism
to convey their messages.
5. Students will engage in a
class reflection. | |
|--|--|--|

Differentiation:

Each student will be addressed on an individual level on his or her work, and progress.

Resources Provided:

- <https://ed.ted.com/>
- <https://www.tate.org.uk/>
- <https://ny.pbslearningmedia.org/>



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Art and Empathy	Time Frame: 8 hours/8 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to understand the role of art in fostering empathy and emotional understanding. - explore how different artistic forms can convey emotions and connect people on a deeper level - create their own artwork that reflects emotions and promotes empathy	Lesson Sequence - Teacher will introduce the lesson by discussing the concept of empathy. Discussion will include students' experiences, and connections to real life situations. - Students will critique a variety of emotional artworks, including 2 and 3 dimensional works. - Students will work on a piece of artwork based on showing empathy. - Project will finish with formal class critique.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.tate.org.uk		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Contemporary Art and Cultural Identity	Time Frame: 8 hours/8 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - examine how contemporary artists address cultural identity and diversity in their work - explore the ways in which art reflects and challenges cultural norms, stereotypes, and experiences - create their own artwork that reflects their cultural identity and personal perspectives	Lesson Sequence - The teacher will begin the lesson by discussing the concept of cultural identity and diversity. Class will discuss examples of contemporary artworks. - Students will discuss factors that shape who artists are and how it can reflect in their artwork (ex. heritage, beliefs, traditions, experiences etc.) - Students will journal ideas about their cultural identity and experiences that have shaped them. - Students will choose one idea that reflects themselves and create a piece of artwork.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		



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

Resources Provided:

- <https://www.tate.org.uk/kids>
- <https://www.moma.org/>



Lesson Plan 4 Template

Content Area: Visual and Performing Arts	Lesson Title: Art and Social Media	Time Frame: 8 hours/ 8 days
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Lesson Components

21st Century Themes

X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy
 X Civic Literacy X Health Literacy

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - explore the intersection of art and social media, examining opportunities and challenges of using digital platforms for creative expression. - create art pieces, considering ethical and privacy considerations involved with social media. - analyze how artists utilize social media to showcase their work, connect with audiences, and address social issues.	Lesson Sequence - Teacher will introduce lesson by showing examples of artists who have gained popularity through social media (teacher will pre-screen examples) - In groups, students will highlight strategies that contribute to success as well as discuss ethical consideration, copyright issues, appropriation, online criticism, privacy risks, etc. - The teacher will give students a prompt of creating a piece of artwork with the intention of sharing it on social media. Students will be encouraged to consider visual impact,	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.



- | | | |
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| | <p>storytelling, and intentions of artwork.</p> <p>4. Students will have formal critique discussing responsibility of artists, visual impact, and how they may want to share artwork (public, private, etc).</p> | |
|--|--|--|

Differentiation:

Each student will be addressed on an individual level on his or her work, and progress.

Resources Provided:

- <https://www.tate.org.uk/kids>
- <https://ed.ted.com/>



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 and Performing Arts	Grade Level: 6-8	Unit Title: Art and Social Impact
Created: Chelsea Krinner Wilson	Board Approved on:	Type Here



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Portfolio Development and Presentation

Unit Summary: Students will learn how to create a portfolio that showcases a range of artistic range and growth

Primary Interdisciplinary Connections: 21st Century Life and Careers

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

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

Unit Rationale: All students who are interested in pursuing art will need to be able to provide a professional portfolio to display their work. This unit will help students provide a cohesive portfolio that shows the viewers a variety of their work. During this unit students will focus on preparing and presenting artworks for exhibitions, competitions, and public displays.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: 1.5.8.Pr5
1.5.8.Pr4
SEL.PK-12.5.2
SEL.PK-12.3.3

Content Statements: Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Anchor Standard 4: Selecting, analyzing and interpreting work.
[Core Idea] - Early planning can provide more options to pay for post-secondary training and employment.
[Core Idea] - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
[Competency] - Relationship Skills
[Competency] - Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
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.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.



SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How are artworks cared for and by whom?
- What criteria, methods and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts and artworks, and select them for presentation?

Unit Enduring Understandings:

- 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.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
- Type Here

Unit Learning Targets:

Students will build a comprehensive art portfolio that showcases their range of skills and artists growth

Students will prepare multiple artworks for public displays.



Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students Ipads and Apple Pencils, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration

Lesson Plans

Lesson	Time Frame
Lesson 1 Exhibition, Planning, and Curating	8 hours/ 8 days
Lesson 2 Portfolio Reflection and Growth	4 hours/ 4 days

Teacher Notes:

Timeframes can change based on student need.

Curriculum Development Resources/Technology Resources:

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

<https://www.tate.org.uk/art>

<https://www.metmuseum.org/>

<https://www.getty.edu/>

<https://www.arteducators.org/>



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Exhibition, Planning, and Curating	Time Frame:	8 hours/ 8 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn the process of planning, designing, and curating an art exhibit. - collaboratively curate a collective art exhibit.	Lesson Sequence - The teacher will begin the lesson by discussing the significance of art exhibitions and presenting artwork. - Students will split into small groups and discuss a theme for an art show. - Students will collaborate to choose pieces of artwork based on their themes and how to curate it. - Students will present exhibits.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.tate.org.uk/art https://www.mctmuseum.org		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Portfolio Reflection and Growth	Time Frame: 4 hours/ 4 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Internet Search, Multimedia programs, Audio programs, Apple Pencil, iPad, School provided digital art applications

Equipment Needed: Various art mediums, provided by art room, projector, iPad, Apple pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - reflect on their artistic growth and development over the time of analyzing their artistic portfolio - identify strengths, areas for improvement, and personal artistic themes within portfolio - set goals for their artistic journey based on portfolio analysis.	Lesson Sequence - Teacher will introduce the lesson by discussing the importance of self-reflections and personal growth. - Students will review their artwork and identify strengths and weaknesses in work. - Students will be encouraged to discuss, self-assess, and discuss areas for growth. - Students will reflect and discuss a goal as they move forward in their art lessons.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: https://www.getty.edu/ https://www.arteducators.org/		



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 and Performing Arts	Grade Level: 6-8	Unit Title: Portfolio Development and Presentation
Created: Chelse Krinner Wilson	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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
Untimed tests
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 tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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 and/or number line for math tests
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
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

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
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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



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/assignment
- 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

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.