Board Approval Date: 8/23/2022
Course Title: 3- D Design
Course Study: This course is designed to continue building upon the basic art elements and principles of design in the creation and exploration of original craft projects and adding dimension to student's art. Units of study stress the development of a higher craftsmanship and creative problem solving. Students develop proficiency in exploring mixed media including paper, bookmaking, advanced printmaking, textiles, plaster, working with wire, polymer, mosaics, and fiber arts.

Course Sequence & Pacing	
Estimated Number of Blocks	**Marking Period 1**
3-4	**Making Connections with Visual Literacy** ● Demonstrate knowledge of a unique font ● Demonstrate knowledge in the art elements and principles of design when using a unique typeface. ● Demonstrate knowledge that letterforms exist in all cultures and are among the earliest forms of basic artistic communication. ● Demonstrate the knowledge that lettering is a fundamental letter form application used in visual communication ● Demonstrate the knowledge that the most important considerations when selecting letter type is overall readability, spacing, size, shape and placement
2-4	**Mastering A Unique Font and Student's Names** ● Demonstrate knowledge of developing techniques in a font of their choice or creation such as freehand lettering ● Demonstrate knowledge of creating a layout for student portfolio using their individual name letter ● Demonstrate knowledge in utilizing transfer techniques ● Demonstrate knowledge of the use of a ruler
4	**Creating a Design around the Student's Name/ Creating a Simple Initial Design on Sketchbook** ● Demonstrate knowledge in the art elements and principles of design when coming up with the pavement of student's name ● Demonstrate knowledge in the art elements and principles in design when selecting a unique design around the student's name that reflects their personal style/interests to create a unique folder ● Demonstrate knowledge that self expression and personal identity come from making individual artistic choices ● Demonstrate that craftsmanship is essential for aesthetics in visual communications ● Demonstrate the proper use of blending colors with the use of a paint brush, knowledge of color and the ability to mix colors

	● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Working with Various Media to Create 3- Dimensional Forms**
8	**Cultural Perspectives** **Day of the Dead Heads** ● Demonstrate the ability to understand what the celebration is and the cultural reasons it is celebrated in Mexico ● Demonstrate knowledge in the art elements and principles of design when designing their head by sketching ideas and exploring practice methods of adding dimension with modeling clay to add dimension to the skull in addition to color ● Demonstrate knowledge in the art elements and principles in design when mixing colors and understanding their relationships ● Serve as a test audience to peers and provide constructive criticism for improvements.
8	**Printmaking/ Book Arts Paper Sculpture/Quilling** ● Demonstrate the ability to understand what a quilling is. It is an art form that involves the use of strips of paper that are rolled, shaped and glued together to create decorative designs. ● Demonstrate knowledge in the art elements and principles of design paper sculpture techniques ● Demonstrate knowledge that the size and shape of the paper determines what purpose it will serve ● Demonstrate knowledge of how to curl the paper,weaving and inter locking the paper ● Demonstrate knowledge of how to score paper to connect it ● Demonstrate knowledge paper sculpture that occupies space differently than flat paper ● Serve as a test audience to peers and provide constructive criticism for improvements.
8	**Mixed Media Exploration - Exploring with Polymer Clay/ Sculptural Canvas** ● Demonstrate the ability to create a book ● Demonstrate the ability for paper making. printmaking techniques and mixed media ● Demonstrate knowledge in book making ● Demonstrate creating embellishments with polymer clay ● Demonstrate ways to incorporate mixed media and paper making and incorporating it into a sculptural canvas ● Demonstrate knowledge in good craftsmanship ● Serve as a test audience to peers and provide constructive criticism for improvements.

Midterm 3 Classes	● Demonstrate the ability to create a Recycled Cardboard Sculpture Incorporating a theme of Looking Back or Looking Forward ● Demonstrate knowledge of construction so the the object can stand on its own ● Demonstrates good craftsmanship ● Demonstrates the knowledge that it should be appealing from multiple views/sides ● Demonstrates the knowledge of unique cardboard sculpture ● Demonstrate knowledge in the art elements and principles in design when selecting colors, proper use of brushes ● Demonstrate knowledge of assemblage ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 3**
10 -12	**Mosaics** ● Demonstrate the ability to create art through cut glass ● Demonstrate knowledge how to use various tools such as nippers to create the shapes needed when creating a mosaic ● Demonstrate the knowledge of creating shading with the use of different colored glass to add dimension to the mosaic design ● Demonstrate knowledge in the art elements and principles in the history of mosaics ● Demonstrate knowledge of decorative art ● Serve as a test audience to peers and provide constructive criticism for improvements.
10	**Mobile** ● Demonstrate the ability to understand how to create a three dimensional moving sculpture using metal and various mixed media ● Demonstrate knowledge in the art elements and principles of design understanding the importance of movement with a mobile or stabile ● Demonstrate knowledge of movement in artwork ● Demonstrate knowledge of static sculpture ● Demonstrate knowledge in the art elements of abstract, kinetic sculptures ● Demonstrate knowledge of form, shape and space ● Serve as a test audience to peers and provide constructive criticism for improvements.

	Final Exam **Textural Collaboration**
	• Demonstrate the knowledge and ability to create a unique culminating piece using various techniques and materials learned throughout the year • Demonstrate the knowledge of a self standing textural piece or a hanging piece • Demonstrate the knowledge of form, shape and space • Demonstrate the knowledge of the use of color or lack of color to express a unique artwork • Serve as a test audience to peers and provide constructive criticism for improvements

Stage 1 Desired Results
Unit Title: Making Connections with Visual Literacy
Unit Summary: Students will create or use a unique font and their knowledge of the art elements and principles of design to create their name design on their sketchbook
Unit Learning Targets
NJSLS Standards: 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
Interdisciplinary Connections:

<table>
<tr><td colspan="2">NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</td></tr>
<tr><td>Unit Essential Questions:
What impact do various letter forms have on visual communication in society?
What effects does layout and design have on the readability of an alphabet?
How is personal identity created through lettering and design choices?
How does proper use of materials and supplies affect good craftsmanship?</td><td>Unit Enduring Understandings
Letter forms exist in all cultures, among the earliest forms of basic artistic communication.
The arts serve multiple functions:enlightenment, education, and entertainment.
The point of studying the arts is to foster meaning, making deeper emotional responses and more inventive decision making.
Through the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality project.
Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
Lettering is a fundamental letter form applicable for many users in visual communication.
The most important considerations when selecting a type of lettering is overall readability, spacing, size, shape, placement and appropriateness to purpose.</td></tr>
<tr><td>Students will know:
Understand and exploring lettering or create their own unique font
Typefaces
Use of a ruler
Fine craftsmanship
Art elements and principles of design
Paint
Use of transfer paper

Vocabulary:

● Layout
● Typography
● Font
● Elements (line, shape, color, texture, value and form)</td><td>Students will be able to:
Create their name design that expresses their unique style
How to transfer their names and how to understand that placement is important and the use of a T-square
Understanding of a balanced composition
Participate in constructive critique with peers, reflect and revise work based on their input

Choose the appropriate tools available to achieve desired result
Apply the vocabulary in student reading, writing, speaking and listening when applicable.</td></tr>
</table>

• Principles of Design (balance, rhythm, unity, pattern)	

Stage 2 Assessment Evidence
Summative Assessments: Folder Rubric
Formative Assessments: • Multiple attempts at drawing their name in their sketchbook incorporating proper spacing • Using a creative way to apply letters to the folder • Student expresses through the use of design in daily classroom observation • Teacher Observation • Peer to Peer critique • Self-critique • Visual reference materials
Common Benchmark Assessments: Folder Assessment/Sketchbook Design
Alternative Assessments:

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks

1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of font construction. Demonstrate drawing skills Demonstrate painting skills and understanding of color theory Demonstrate a unique take on using a font to express themselves	• Use of a light board for tracing • Use of larger letters • Shortening of the name • Use of control characters for assistance with disabilities • Streamline adjustments for assistance with disabilities	2 blocks for construction set-up, 1 for creation
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when creating their unique folder font and also transferring it to the cover of their sketchbook.	• Color, line, shape, form, texture with regards to folder design • Contrast, Balance, Emphasis, Movement, Proportion, Repetition, Rhythm, Pattern, Unity, and Variety with regards to folder design	All 4 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting pencil and paint to design folders.	• Various use of pencil and tracing with rulers • Various eraser tool exploration and application • Palette creation • Various exploration of various brushes • Streamline adjustments for assistance with disabilities	All 4 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed design. • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Lettering References *Pencil* *Rulers/Erasers* *Graph Paper* *T-square* *Paint Palette* *Folder* *Student-generated references* *Google Docs* *Internet access* *Teacher and former student examples*	Encourage individuality on folder construction/sketchbook in the use of color and expressing themselves and their style

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Provide step-by-step visual guides and video demonstrations for complex 3-D techniques (sculpture, mixed media, bookmaking, textiles).
Use adaptive tools (ergonomic scissors, lightweight tools, textured grips) and accessible workspaces.
Break multi-step projects into manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)

Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Incorporate multicultural 3-D art traditions and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like wire sculpture, mosaics, and polymer clay work.

Students at Risk of Failure

Break projects into smaller steps with clear deadlines and progress checkpoints.
Provide regular feedback and structured support during studio work.
Offer extra studio time or flexible deadlines to complete projects.
Pair students with peer mentors for skill development and accountability.
Emphasize participation, effort, and problem-solving in grading.

Students with 504 Plans

Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks, alternative assignments).
Allow flexible pacing and alternative approaches to complex 3-D media.
Provide low-distraction workspaces or digital documentation options.
Allow for smaller-scale or simplified projects when needed.
Maintain clear rubrics and flexible grading for process-based learning.

Gifted & Talented Students

Encourage independent projects exploring complex 3-D media, large-scale works, or mixed media experimentation.
Offer research opportunities on historical and contemporary 3-D artists or cultural art traditions.
Support advanced surface design, intricate assembly techniques, or multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results

Unit Title: **Cultural Perspectives** **Day of the Dead Heads**

Unit Summary: Students will learn about the celebration and the cultural reasons for celebrating and creating the painted skulls.

Students paint their paper mache skulls using acrylic paint. Students are encouraged to come up with their ideas and draw them/plan out in the sketchbook. The students sketchbook is an ongoing visual diary. Students should have a plan as to what they want to add to the skulls...such as building teeth, adding materials such as tissue paper, beads, butterflies etc.

Students will learn how to add raised lines with plaster or modeling clay attach beads and other found objects such as jewelry that is broken and can be attached to skulls with wire or craft glue. Something dimensional must be attached to the skull. Students will demonstrate their knowledge of color theory.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

Computer Science & Design Thinking

Interdisciplinary Connections:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:
1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
Does art define culture or does culture define art? *What is old and what is new in any work of art?* *How important is 'new' in art?* *How do artists interpret/express cultural themes through the use of traditional and new materials and methodologies?* *How can we interpret a 2D sketch into a modeled 3D form?* *How can proper use of color theory create effective design?* *What elements and principles of design are applicable to color theory?* *How do artists and designers determine whether a particular direction in their work is effective?*	*Culturally and historically diverse art media, styles and techniques impact originality and interpretation of the artistic statement.* *2D and 3D art works can be rendered culturally specific by using tools, techniques, in styles, materials and methodologies that are germane to a particular style.* *Artists interpret and render themes using traditional art media and methodologies.*

How do artists and designers learn from trial and error?	
Students will know: Develop an understanding of ritual, celebration, and ceremony among Mexican and early Spanish folk art traditions Design traditional papal picado paper construction initiated through reference study/sketches. Identify and implement use of line, balance, repetition and symmetry in compositions. Demonstrate ability to model 3D form utilizing plaster casting technique Demonstrate the knowledge how to paint their paper mache skulls using acrylic paint. Interpret principles of pattern (repetition, motif etc.) in creation of paper construction and plaster casting. Create a modeled clay form using additive sculpting methods. Fine craftsmanship Art elements and principles of design Vocabulary: ● Day of the Dead ● Paper mache ● Motif ● Repetition ● Patterns ● Papal picado ● Ritual ● Folk art ● Exacto Knife ● Subtractive ● Healing mat ● Cavaterra ● Amulets ● Embellishments ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Participate in building up with modeling clay unique additions to the 3 dimensional skull/head. Participate in construction of unique designs using their painting skills and use of shading and mixing colors Choose appropriate colors Participate in critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable. Students are encouraged to come up with their ideas and draw them/plan out in the sketchbook. Sketchbook is an ongoing visual diary. Students will have a plan as to what they want to add to the skulls...such as building teeth, adding material, adding roses made from Crayola magic, adding tissue paper, beads, butterflies etc.

Stage 2 Assessment Evidence

Summative Assessments:
Day of the Dead Assessment/Shrine Box Assessment

Formative Assessments:

- Initial sketches of what they plan to build and color/designs
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Day of the Dead Skull Rubric

Alternative Assessments:
Pre- made, small skulls that can be colored simply with makers made from a modeling medium
Pre-drawn skull heads that can designed with paper
Pre- drawn shrine boxes

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2	Demonstrate knowledge of celebrations of other cultures Demonstrate knowledge of how to interpret pattern Demonstrate knowledge of how to attach embellishments Demonstrate knowledge of color relationships.	• Assist students with disabilities with the use of pre-made or drawn skulls	1 block

9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10			
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a	Demonstrate knowledge in the art elements and principles of design when decorating the skull/head	• Color, line, shape, form, texture with regards to designing a unique skull • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with to the skull/head	All 8 blocks
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, or building up with modeling clay to create an overall, unique, and painted using techniques of repeated patterns and shading	• Various color exploration and application • Palette mixing • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	All 8 blocks
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of skulls/heads • Possible edits/improvements made • Reflection • Modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
YouTube on Day of the Dead *Paper Mache Heads* *Plaster Casts to make embellishments* *Teacher and former students examples*	

Student individual palletes *Student-generated references* *Google Docs* *Internet access* *Sketchbook* *Paint* *Water Cups* *Brushes* *Tacky Glue* *Glue Gun* *Beads* *Feathers Crayola model Magic* *Acrylic Paint*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Provide step-by-step visual guides and video demonstrations for complex 3-D techniques (sculpture, mixed media, bookmaking, textiles).
Use adaptive tools (ergonomic scissors, lightweight tools, textured grips) and accessible workspaces.
Break multi-step projects into manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)

Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Incorporate multicultural 3-D art traditions and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like wire sculpture, mosaics, and polymer clay work.

Students at Risk of Failure

Break projects into smaller steps with clear deadlines and progress checkpoints.
Provide regular feedback and structured support during studio work.
Offer extra studio time or flexible deadlines to complete projects.
Pair students with peer mentors for skill development and accountability.
Emphasize participation, effort, and problem-solving in grading.

Students with 504 Plans

Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks, alternative assignments).
Allow flexible pacing and alternative approaches to complex 3-D media.
Provide low-distraction workspaces or digital documentation options.
Allow for smaller-scale or simplified projects when needed.
Maintain clear rubrics and flexible grading for process-based learning.

Gifted & Talented Students

Encourage independent projects exploring complex 3-D media, large-scale works, or mixed media experimentation.
Offer research opportunities on historical and contemporary 3-D artists or cultural art traditions.
Support advanced surface design, intricate assembly techniques, or multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results

Unit Title: **Mixed Media Exploration** **Paper Sculptures/Quilling**

Unit Summary: Using knowledge of the art elements and principles of design students will explore the use of mixed media to develop a contemporary approach to image making

Unit Learning Targets

NJSLS Standards:

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:
1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Unit Essential Questions: *What is mixed media art?* *What categorizes artworks as contemporary?* *What sources are compatible in producing mixed media artworks?* *Are some media better than others…(for communicating particular ideas, emotions to particular audiences?* *How can we use design principles to organize ideas?* *Why do certain themes recur in art?* *How are visual images infused in our daily life and work?* *What are the different artist choices you have for collage, altered surface decorations or shrine construction?* *How can learning be achieved through observation and visual guides?*	**Unit Enduring Understandings:** *Mixed media is usually regarded as a 20th century art form, however throughout history of painting, works have been produced successfully combining a range of likely and unlikely materials. Collage, like any art form, needs to be held together with a visual theme, either by a dominant color, an emphasis on contrasting textures, or a linking concept such as landscape.*
Students will know: Repeat patterns on paper Quilling techniques and paper folding Surface decoration Paper Sculpture made from assorted paper cylinders Shrine or Spirit House Project Fine craftsmanship Art elements and principles of design Vocabulary: ● Collage ● Photographic Imagery ● Contemporary art	**Students will be able to:** Explore and develop an idea from multiple sketches. Select the best idea from the thumbnails and develop a 3 dimensional final concept. Demonstrate good craftsmanship Infuse color theory with skill when creating their mixed media project Apply the vocabulary in student reading, writing, speaking and listening when applicable.

• Mixed media • Frottage • Template • Modeling paste • Fusion fibers • Paper Construction • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	

Stage 2 Assessment Evidence

Summative Assessments:
Paper Sculpture Rubric/Shrine Box Rubric

Formative Assessments:
- Initial attempts
- Daily observation
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Alternative Assessments:
Pre-made rolled paper with attachment to chip board
Modifications adjusted for different students capabilities

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks

1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of the art of mixed media and paper sculpture	• Students with disabilities may look through several examples of how to videos to help support their ability to succeed at simplified paper sculptures	1 block
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating mixed media or paper sculpture	• Color, line, shape, form, texture with regards to shrine box/mixed media and paper sculptures • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to mixed media	same 4 blocks as row below
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when creating shrine box/mixed media/paper sculptures	• Various explore various quilling techniques • Streamline adjustments for assistance with disabilities • Pre-drawn adjustments for assistance with disabilities.	same 4 blocks as row above
	Demonstrate the ability to assemble a shrine box/paper sculpture/ quilling project exhibiting fine craftsmanship and professionalism i	• Various exploration of assemblage with both use of wire, glue gun, tacky glue	blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed project • Notes taken • Reflection • Edits, modifications made	

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Various teacher and former student examples *Multiple Youtube and Pinterest assists* *Various sizes of paper* *Student-generated references* *Google Docs* *Internet access* *Sketchbook* *Acrylic Paint*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Provide step-by-step visual guides and video demonstrations for complex 3-D techniques (sculpture, mixed media, bookmaking, textiles).
Use adaptive tools (ergonomic scissors, lightweight tools, textured grips) and accessible workspaces.
Break multi-step projects into manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)

Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Incorporate multicultural 3-D art traditions and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like wire sculpture, mosaics, and polymer clay work.

Students at Risk of Failure

Break projects into smaller steps with clear deadlines and progress checkpoints.
Provide regular feedback and structured support during studio work.
Offer extra studio time or flexible deadlines to complete projects.
Pair students with peer mentors for skill development and accountability.
Emphasize participation, effort, and problem-solving in grading.

Students with 504 Plans

Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks, alternative assignments).
Allow flexible pacing and alternative approaches to complex 3-D media.
Provide low-distraction workspaces or digital documentation options.
Allow for smaller-scale or simplified projects when needed.
Maintain clear rubrics and flexible grading for process-based learning.

Gifted & Talented Students

Encourage independent projects exploring complex 3-D media, large-scale works, or mixed media experimentation.
Offer research opportunities on historical and contemporary 3-D artists or cultural art traditions.
Support advanced surface design, intricate assembly techniques, or multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results		
Unit Title:	**Printmaking**	**Book Arts**
Unit Summary:		
Unit Learning Targets		
NJSLS Standards: 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.		
Interdisciplinary Connections		
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving		
Computer Science & Design Thinking *(CS & DT)*:		

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
What can inspire an artist? *How do art elements and design principles develop into individual styles and artistic processes?* *How do artists interpret and express themes through the use of traditional and new materials methodologies?* *How has printmaking and book arts evolved throughout history?* *How can an artist develop a set of acceptable personal criteria to apply current and future printmaking and book arts experience?*	*Artists interpret and render themes as well as new art media and methodologies.* *Historically and culturally diverse art media, styles, and techniques impact originality and interpretation in printmaking and book arts throughout history.*
Students will know:	**Students will be able to:**
How to explore and develop an idea from the use of sketches. Select the best idea from their sketches and develop a final concepts Demonstrate good craftsmanship. Use and practice art elements as a language in critiques. Infuse color theory with the skill and mastery of making art. Experiment with a variety of artistic techniques. Incorporate printmaking and book arts terminology. Create works of art that demonstrate an understanding of how their ideas relate to techniques and processes they use. Art elements and principles of design Vocabulary:	Understand the many techniques of printmaking including etching, lithography, screen printing and engraving. Students will be able to make multiple relief prints. Understand the relief printing process and have multiple ink colors on assorted colored papers. Students will be able to take their prints and recreate a unique print from cutting it out and assembling a new print with assorted pieces almost like a puzzle Apply the vocabulary in student reading, writing, speaking and listening when applicable.

• Relief • Lithography • Positive and negative space • 3 Dimensionality • Stencil • Monoprint • Intaglio • Lithography • Woodcut • Engraving • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	

Stage 2 Assessment Evidence
Summative Assessments: Printmaking Rubric
Formative Assessments: • Initial sketches • Multiple Prints • Teacher Observation • Peer to Peer critique • Self-critique • Visual reference materials
Common Benchmark Assessments: Printmaking Assessment
Alternative Assessments: Students can be provided with a pre-carved linoleum relief print Students can use a softer material such as styrofoam that can be easily carved into with a sharp wooden stick.The design can be provided for the student to ensure their success.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create multiple relief prints.	• Gather reference images in order to create a unique image with a level of accuracy. • Students with disabilities may trace their portrait using the light board or sheer paper to ensure their success or a simplified picture in order to gather a greater Printmaking is an artistic process based on the transferring of an image from one matrix onto another surface . • Students will have an understanding of what a relief print is and that using a black and white vector image with no gray scale.	1 block
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design	• Color, line, shape, form, texture and value with regards to the project • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to the project.	All 8 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design Students will be able to select a particular pencil, blending tool, to create a successful self portrait.	• Various pencil exploration and application • Various exploration and application of ink colors and paper colors • Various exploration of creating an even print with the use of a brayer • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	All 8 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed unique prints • Notes taken • Reflection • Use input to fine tune finished portrait	1 block

9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Sketchbook *Assorted inks* *Fabric* *Student-generated references* *Google Docs* *Internet access* *Examples of student's work from previous years and teacher examples* *YouTube* *Pinterest* *Google for photo references*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Provide step-by-step visual guides and video demonstrations for complex 3-D techniques (sculpture, mixed media, bookmaking, textiles).
Use adaptive tools (ergonomic scissors, lightweight tools, textured grips) and accessible workspaces.
Break multi-step projects into manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)

Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Incorporate multicultural 3-D art traditions and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like wire sculpture, mosaics, and polymer clay work.

Students at Risk of Failure

Break projects into smaller steps with clear deadlines and progress checkpoints.
Provide regular feedback and structured support during studio work.
Offer extra studio time or flexible deadlines to complete projects.
Pair students with peer mentors for skill development and accountability.
Emphasize participation, effort, and problem-solving in grading.

Students with 504 Plans

Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks, alternative assignments).
Allow flexible pacing and alternative approaches to complex 3-D media.
Provide low-distraction workspaces or digital documentation options.
Allow for smaller-scale or simplified projects when needed.
Maintain clear rubrics and flexible grading for process-based learning.

Gifted & Talented Students

Encourage independent projects exploring complex 3-D media, large-scale works, or mixed media experimentation.
Offer research opportunities on historical and contemporary 3-D artists or cultural art traditions.
Support advanced surface design, intricate assembly techniques, or multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results

Unit Title:	**Mosaic**

Unit Summary: Students will create a mosaic creating images with an assemblage of small pieces of colored glass, stone or other decorative materials such as ceramic plates and cups.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:	**Unit Enduring Understandings:**
Are some media better than others to communicate particular ideas and emotions to particular audiences? *How can we use design principles to organize ideas?* *Why do certain themes recur in art?* *How are visual images infused in our daily life and work?* *What is the difference between a thoughtful and thoughtless artistic judgment?*	*Culturally and historically diverse media, styles and techniques impact originality and interpretation of the artistic statement.* *2D and 3D artworks can be rendered culturally specific by using tools, techniques, styles, materials and methodologies that are germane to a particular style.* *Artists interpret and render themes as well as new art media and methodologies*.
Students will know:	**Students will be able to:**

To draw sketches for mosaic ideas and pick the best one Mosaics claim a unique beauty and hail from an ancient tradition. For centuries, mosaic artists have pieced together small, geometrically shaped pieces of stone, glass, and ceramic - called tesserae - to create intriguing designs both pictorial and abstract, for indoor and outdoor use, big and small. Tesserae- once referred strictly to the traditional mosaic material, its definition has shifted. More modern times it can mean any hard materials - metal, pebbles, broken crockery etc. Students will explore grouting methods and cutting of glass. Students will understand the use of tools such as scissors, snips, nippers and how to apply grout to the finished glued mosaic Mosaic designs can be simple or complex. Students are encouraged to create an image that concentrates on shapes and areas of color. Fine craftsmanship skills Art elements and principles of design Vocabulary: ● Mosaic ● Tesserae ● Grout ● Nippers ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	Complete a mosaic design using cut glass with multiple colors Students will explore grouting methods and cutting of glass. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Mosaic Rubrics

Formative Assessments:

- Gathering visual references through research
- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments: Mosaic Rubric

Alternative Assessments:

Students can make mosaics out of pre-cut paper

Students can apply simple pre-cut tile pieces to a pre-drawn design

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create a unique mosaic	• Research visual imagery for mosaic • Gather reference images • Consider simple and bold designs before starting sketches. • Students with disabilities may look through mosaics designs from years past in order to gather a greater understanding of the assignment.	1 block
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating a mosaic design	• Color, line, shape, form, texture with regards to mosaic design • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to Printmaking Design	All 8 blocks

1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting glass colors	• Various cutting glass exploration and application • Various gluing glass exploration and application • Streamline adjustments for assistance with disabilities • Glass cutting assists adjustments for assistance with disabilities.	All 8 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed printmaking • Notes taken • Reflection	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
YouTube Mosaics *Glass/Nippers* *Black Sharpies* *Assorted colored paper* *Grout* *Student-generated references* *Google Docs* *Internet access* *Mosaic images from previous years by former students and teachers*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Provide step-by-step visual guides and video demonstrations for complex 3-D techniques (sculpture, mixed media, bookmaking, textiles).
Use adaptive tools (ergonomic scissors, lightweight tools, textured grips) and accessible workspaces.
Break multi-step projects into manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)

Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Incorporate multicultural 3-D art traditions and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like wire sculpture, mosaics, and polymer clay work.

Students at Risk of Failure

Break projects into smaller steps with clear deadlines and progress checkpoints.
Provide regular feedback and structured support during studio work.
Offer extra studio time or flexible deadlines to complete projects.
Pair students with peer mentors for skill development and accountability.
Emphasize participation, effort, and problem-solving in grading.

Students with 504 Plans

Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks, alternative assignments).
Allow flexible pacing and alternative approaches to complex 3-D media.
Provide low-distraction workspaces or digital documentation options.
Allow for smaller-scale or simplified projects when needed.
Maintain clear rubrics and flexible grading for process-based learning.

Gifted & Talented Students

Encourage independent projects exploring complex 3-D media, large-scale works, or mixed media experimentation.
Offer research opportunities on historical and contemporary 3-D artists or cultural art traditions.
Support advanced surface design, intricate assembly techniques, or multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results

Unit Title: **Mobiles** **Exploring the Use of Metal and Wire**

Unit Summary: Students will create a mobile using metal and wire methods and then use mixed media.Synthesizing the visual elements of art and principles of design into an original 3D portfolio.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science & Design Thinking ***(CS & DT)*****:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:	**Unit Enduring Understandings:**
What can inspire an artist? *Are some media better than others to communicate particular ideas and emotions to particular audiences?* *How can we use design principles to organize ideas?* *Why do certain themes recur in art?*	*Historically and culturally diverse art meda, styles and techniques impact originality and interpretation of the artistic statement.* *Artists interpret and render themes using traditional art media and methodology as well as new art media and methodologies. Culturally*

How do the use of art elements and design principles develop into styles and artistic processes? *How do artists interpret/express themes through the use of traditional and new materials and methodologi**es?***	*and historically diverse media, styles and techniques impact originality and interpretation of the artistic statement.* *2D and 3D artworks can be rendered culturally specific by using tools, techniques, styles, materials and methodologies that are germane to a particular style.*
Students will know: Explore and develop with multiple sketches. Select their best idea from their sketchbook. Demonstrate good craftsmanship. Use and practice art elements as a language in critiques. Infuse color theory with the skills and mastery of making art. Experiment with a variety of artistic techniques. Create a finished 3D portfolio to include: Printmaking editions, Sculptural Day of the Dead forms, mixed media artworks and mosaics. Students will design in metal and with the use of wire to create a mobile. Fine craftsmanship skills Art elements and principles of design Vocabulary: ● Plaster Craft ● Positive and negative space ● Paper mache ● Draping ● Incising ● Sculpture ● Mobile ● Symbolism ● Embellishment ● Polymer Clay ● Alexander Calder ● Armature	**Students will be able to:** Create a mobile from metal and mixed media that exemplifies what they have taken in from exploring methodologies. Research and gather reference images to create a unique mobile. Design and build a mobile according to set of goals Participate in constructive critique with peers, reflection terms of cross-cultural issues that apply Make the aesthetic and functional decisions necessary for the design of a thoughtfully conceived mobile. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

• Kinetic • Stabile • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	

Stage 2 Assessment Evidence

Summative Assessments: Mobile Rubric

Formative Assessments:

- Gathering visual references through research
- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials
- Former student examples

Common Benchmark Assessments:
Mobile Rubric

Alternative Assessments:
Students who need additional support can have pre cut metal shapes cut for holes pre cut holes and wire
Students can make their shapes from a chipboard.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4	Demonstrate the ability to create a mobile inspired by the influence of many Alexander Calder and mobiles from mixed media.	• Create a drawing of visual components that should appear on your mobile in order to create dimension • Look over mobile YouTubes for research and inspiration	1 block

9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10		• Use mixed media to create a mobile using paper, tin foil, layering techniques. • Assist students with disabilities with the use of pre-made mobiles for better understanding	
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of mobile design	• Color, line, shape, form, texture with regards to mobile design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to making a 3-dimensional mobile using mixed media.	All 6 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when adding color application that will create a mixed media mobile	• Various building exploration and application with metal • Various painting exploration and application • Various embellishment and application • Streamline adjustments for assistance with disabilities • Pre assembled mobile for assistance with disabilities.	All 6 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of mask • Notes taken • Reflection	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
YouTube Tutorials *Pinterest* *Examples from previous students and teacher*	

Metal *Plaster* *Newspaper* *Various wire gages* *Wire cutters* *Foil* *Palettes* *Foam Heads* *Polymer clay* *Assorted armature* *Chicken wire* *Paint* *Beads* *Feathers*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Provide step-by-step visual guides and video demonstrations for complex 3-D techniques (sculpture, mixed media, bookmaking, textiles).
Use adaptive tools (ergonomic scissors, lightweight tools, textured grips) and accessible workspaces.
Break multi-step projects into manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)

Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Incorporate multicultural 3-D art traditions and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like wire sculpture, mosaics, and polymer clay work.

Students at Risk of Failure

Break projects into smaller steps with clear deadlines and progress checkpoints.
Provide regular feedback and structured support during studio work.
Offer extra studio time or flexible deadlines to complete projects.

Pair students with peer mentors for skill development and accountability.
Emphasize participation, effort, and problem-solving in grading.

Students with 504 Plans

Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks, alternative assignments).
Allow flexible pacing and alternative approaches to complex 3-D media.
Provide low-distraction workspaces or digital documentation options.
Allow for smaller-scale or simplified projects when needed.
Maintain clear rubrics and flexible grading for process-based learning.

Gifted & Talented Students

Encourage independent projects exploring complex 3-D media, large-scale works, or mixed media experimentation.
Offer research opportunities on historical and contemporary 3-D artists or cultural art traditions.
Support advanced surface design, intricate assembly techniques, or multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.