Board Approval Date: Summer 2023
Course Title: Art Experience
Course Description: This introductory course offers an exploration of the basic skills and elements of art. Students will experience a variety of mediums and forms of art including painting, crafts, drawing, book and printmaking.

Course Sequence & Pacing	
Estimated Number of Blocks	**Marking Period 1**
9	**Unit 1: Folder Design** ● Demonstrate the ability to identify the various properties and characteristics of font design. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original folder design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
3	**Unit 2: Color Wheel** ● Demonstrate the ability to identify primary, secondary and tertiary color sets. ● Demonstrate the ability to create secondary and tertiary color sets and from the primary color set with correct placement on the color wheel. ● Demonstrate the ability to idenitfy and create tints, shades and neutrals with even an consistent color progression. ● Serve as a test audience to peers and provide constructive criticism for improvements.
10	**Unit 3: Color Theory Painting Series** ● Demonstrate the ability to apply color theory concepts through the process of creating monochromatic, complementary, analogous and triad paintings respectively. ● Demonstrate the ability to employ tints, shades and neutrals in each color scheme painting to represent the chosen imagery in terms of value-infused color. ● Demonstrate the ability to identify and present positive and negative space in a balanced composition through value-infused color. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 2**
10	**Unit 4: Plaster Mask** ● Demonstrate the ability to creatively plan on a 2-dimensional surface and transfer the concept into a 3-dimensional plaster mask.

	● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original plaster mask. ● Serve as a test audience to peers and provide constructive criticism for improvements.
3	**Unit 5: Contour-Line Drawing** ● Demonstrate the ability to create a contour line drawing. ● Demonstrate the ability to draw from life. ● Demonstrate knowledge in the art elements and principles of design when with regards to composition and line. ● Serve as a test audience to peers and provide constructive criticism for improvements.
9	**Unit 6: Value Drawing** ● Demonstrate knowledge of grid-drawing techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create a value drawing. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Demonstrate knowledge of plagiarism in art. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 3**
11	**Unit 7: Printmaking** ● Demonstrate the ability to create a series of original linoleum prints. ● Demonstrate the ability to create a collage of prints through disassemblage and assemblage with consideration to color and composition. ● Demonstrate knowledge in the art elements and principles of design when creating an original print. ● Demonstrate knowledge in the art elements and principles in design when creating an original collage. ● Serve as a test audience to peers and provide constructive criticism for improvements.
11	**Unit 8: Book-Making** ● Demonstrate knowledge of book-making techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original book. ● Demonstrate the ability to represent emotions through various colors and imagery. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 4**
15	**Unit 9: Found-Object Upcycled Sculpture** ● Demonstrate the ability to use recycled and found items to create an original 3-dimensional sculpture.

	• Demonstrate knowledge in the art elements and principles of design when creating a unique upcycled (an existing object in it's current state) artwork. • Demonstrate the ability to identify the environmental benefits of creating artworks from recycled materials. • Serve as a test audience to peers and provide constructive criticism for improvements.
7	**Unit 10: Macrame** • Demonstrate knowledge in the art elements and principles of design when employing techniques to create a macrame project. • Demonstrate the ability to create and identify various macrame knots and the characteristics of each. • Serve as a test audience to peers and provide constructive criticism for improvements.

Stage 1 Desired Results	
Unit Title #1: Folder Design	
Unit Summary: Students will use unique and original visual imagery paired with a choice font and their knowledge of the art elements and principles of design to create a project folder design.	
Unit Learning Targets	
NJSLS Standards: 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.	
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: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words 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:	
Unit Essential Questions:	**Unit Enduring Understandings:**

● *How will you select a font to represent a specific aesthetic?* ● *How are fonts used to influence a viewer and their perception of a document or piece of art?* ● *How will you ensure that your completed folder design is finished with fine craftsmanship?* ● *How will you utilize your materials to create desired effects?*	● Font moods are chosen based on the text purpose. They can attract attention, indicate that something laidback or humorous is contained in the text, or, on the contrary, make a person feel serious about what's written on the page or included in the visual imagery of an artwork. ● Fonts can create mood and atmosphere and provide visual clues about the order a document should be read in or the composition of an artwork and which parts are more important than others. ● Craftsmanship is the quality that comes from creating with passion, care, and attention to detail. It is a quality that is honed, refined, and practiced. ● Technique is the manner in which artists use and manipulate materials to achieve the desired formal effect, and communicate the desired concept, or meaning, according to personal style.
Students will know: Font selection with regards to overall aesthetic Painting and drawing materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Composition ● Poster Gothic ● Ascender ● Descender ● Typography ● Positive and Negative Space ● Font ● Serif ● San Serif ● Cap Height ● Width: Expanded vs. Condensed ● Weight: Bold, Medium, Light ● Layout	**Students will be able to:** Create a unique folder design with a chosen font for their first and last name that demonstrates and communicates a particular aesthetic. Analyze the way fonts are constructed and created and the properties and characteristics of each. Choose the appropriate tools available to achieve desired results, including paint, markers, pencils and transfer paper. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Student Folder Design
Student Name in Poster Gothic

Formative Assessments:
- Preliminary Folder Sketch
- Poster Gothic Alphabet
- Transferring to Project Folder
- Adding Color and Value with Paint to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Student Folder Design Assessment

Alternative Assessments:
Select 10 different fonts and identify the overall mood and aesthetic of each, in writing.
Add additional visual components to folder design to enhance the completed project.
Present a chosen font by breaking down the properties and characteristics of it: descender, ascender, weight, width, etc.

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6	Demonstrate knowledge of font properties and characteristics during the selection phase for a cohesive folder design.	• Identify the various properties and characteristics of a font. • Use of light tables for assistance with disabilities • Aided selection of font to represent student's design aesthetic for students with disabilities.	All 9 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original folder design.	• Line, shape, form, texture with regards to folder design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm,	All 9 blocks

9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6		Pattern, Unity, and Variety with regards to material and technique selection and font selection.	
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6	Demonstrate knowledge in the art elements and principles of design when selecting a particular font to represent a visual mood or aesthetic.	• Pairing different fonts with student designs through exploration and experimentation practices. • Consider different font properties such as weight, width, cap height, etc. and how they apply to a particular aesthetic.	All 9 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Transfer Paper* *Student Folders* *Poster Gothic Handouts* *Permanent Markers: Various Colors* *Tichonderoga Black HB Pencil* *Crayola Tempera Paint: Various Colors*	

Paint Brushes *Water Basins* *Paint Palettes* *Chromebooks* *Erasers* *Printer* *Printer Paper*	

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

Students with Disabilities
Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection.

English Language Learners (ELLs)
Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections.

Students at Risk of Failure
Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading.

Students with 504 Plans
Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning.

Gifted & Talented Students
Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #2: Color Wheel

Unit Summary: Students will use their knowledge of the primary, secondary and tertiary colors, and tints, shades and neutrals, with correct placement of each, to create a color wheel.

Unit Learning Targets

NJSLS Standards:

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

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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:

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

Unit Essential Questions:

- *What can the color wheel tell us?*
- *How can colors have meaning?*
- *How do tints, shades and neutrals affect color intensity?*
- *How will you ensure that your completed color wheels are completed with fine craftsmanship?*

Unit Enduring Understandings:

- The color wheel is a tool that shows us how colors are related to each other.
- Colors mean different things to different people. Culture, religion, experiences and environment all mold our meaning of color.
- Color intensity is decreased when a pure color is combined with white, black or its natural complement.
- Painting and mixing craftsmanship is directly affected by the thoroughness of the mix and careful application and brush control.

Students will know:

Painting materials and techniques

Color mixing and application

Color wheel color placement and its implications

Fine craftsmanship

Art elements and principles of design

Vocabulary:

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Primary
- Secondary
- Tertiary

Students will be able to:

Create a color wheel.

Use the processes of mixing and even color progression to apply color with appropriate placement.

Choose the appropriate teacher-demonstrated techniques to apply paint for desired results and fine craftsmanship.

Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Tints • Shades • Neutrals • Complementary • Intensity • Color Progression • Craftsmanship	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Color Wheel

Formative Assessments:
- Color Test Sheets
- Color Placement
- Checking Color Accuracy with Exemplar
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Color Wheel Assessment

Alternative Assessments:
Achromatic Value Scale: Create an achromatic value scale with 10 different values from dark to light with even value progression.
Exploring Neutrals: Create the 3 neutral scales (red and green for grays, yellow and violet for browns, and blue and orange for gray-brown)

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1	Demonstrate knowledge of basic color theory: primary, secondary and tertiary color sets.	• Accurately mix and apply primary, secondary and tertiary color sets with appropriate placement on the color wheel template. • Smaller brushes and individual color wheel exemplars for students with disabilities.	All 3 blocks

9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7			
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in fine craftsmanship when applying and mixing color.	• Mixing colors thoroughly • Brush exploration: the best way to hold the brush, load the brush and apply color by individual student. • Use teacher-demonstrated techniques such as rotating the paper, edging the circle or square first, and monitoring the cleanliness of the brush, water basin and workstation.	All 3 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in accurate color mixing and placement on the color wheel.	• Testing dry mixed colors against the color wheel exemplars before application to color wheel template • Following the natural process: applying 2 primary colors to the wheel and consequently mixing and applying the secondary and tertiary colors that the two generate. Repeat for the last two sections.	All 3 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
White Card Stock Paper, 8.5 x 11 inches *Color Wheel Templates* *Tichonderoga Black HB Pencil*	

Paint brushes *Crayola Tempera Paint: Primary Colors Only* *Scrap Paper* *Printer* *Printer Paper* *Water Basin* *Paper Towels* *Paint Palettes* *Color Wheel Exemplars*	

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

Students with Disabilities
Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection.

English Language Learners (ELLs)
Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections.

Students at Risk of Failure
Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading.

Students with 504 Plans
Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning.

Gifted & Talented Students
Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #3: Color Theory Painting Series

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a monochromatic, complementary, analogous and triad color scheme painting.

Unit Learning Targets

NJSLS Standards:

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

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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:

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

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:

- *How will you use value infused color to create 3-dimensional forms on a 2-dimensional surface?*
- *How will you ensure that your completed paintings are finished with fine craftsmanship?*
- *How do the visual characteristics of color affect a chosen subject?*

Unit Enduring Understandings:

- Color-infused value with correct placement according to shadow and light is the key to creating 3-dimensional form on a 2-dimensional surface.
- Painting and mixing craftsmanship is directly affected by the thoroughness of the mix and careful application and brush control.
- Color choices and their derivatives (warm and cool, dark and light, neutral and intense) will evoke different moods, feelings and interpretations of art and its subject.

Students will know:

Painting materials and techniques

Color schemes and their inherent color relationships

Fine craftsmanship

Art elements and principles of design

Vocabulary:

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Shadow and light effects
- Warm and cool colors
- Intensity

Students will be able to:

Demonstrate the ability to apply color theory concepts through the process of creating monochromatic, complementary, analogous and triad paintings respectively.

Demonstrate the ability to employ tints, shades and neutrals in each color scheme painting to represent the chosen imagery in terms of value-infused color.

Demonstrate the ability to identify and present positive and negative space in a balanced composition through value-infused color.

Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Neutral • Composition • Vector art • Monochromatic • Complementary • Analogous • Triad	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Color Scheme Paintings

Formative Assessments:
- Assessing value of each section of the vector image.
- Applying numbers to each section of the vector image.
- Mixing colors for each section of the vector image.
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Color Scheme Painting Assessment

Alternative Assessments:
Turn multiple images into vector images and assign a minimum of 5 different value-infused colors in a chosen scheme to the image.

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1	Demonstrate the ability to apply color theory concepts through the process of creating monochromatic, complementary, analogous and triad paintings respectively.	• Application and value selection is dependent on the values present in the original image relating to each color scheme, but color selection is subject to student discretion.	All 10 blocks

9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6		• Student color selection and exploration relating to chosen subject.	
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6	Demonstrate the ability to employ tints, shades and neutrals in each color scheme painting to represent the chosen imagery in terms of value-infused color.	• Student choice imagery transferred into vector images with a minimum of 7 color infused values. • Students assess the image and create a “color-by-number” plan. • One large image divided evenly into 4 quadrants may be used or the image may be reproduced 4 times for each of the 4 schemes. • Simplification of vector image with fewer color-infused values for students with disabilities.	All 10 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6	Demonstrate the ability to identify and present positive and negative space in a balanced composition through value-infused color.	• Color-infused value exploration and application • Experiment with varying the amounts of white and black or both in each color to achieve desired results. • Carefully consider colors (when applicable) for positive and negative space, especially warm and cool pairings.	All 10 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 WHST.11-12.6	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials

(including various levels of texts)	
Materials/Resources	*Notes*
Mixed Media Paper *Paint brushes* *Tichonderoga Black HB Pencil* *Chromebooks* *Original student reference images or internet images* *Photoshop* *Scrap Paper* *Printer* *Transfer paper* *Printer Paper* *Water basins* *Paint palettes* *Color Scheme Reference Materials* *Small plastic cups with lids for mixing and preserving mixed paint colors.*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Students with Disabilities Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection. **English Language Learners (ELLs)** Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections. **Students at Risk of Failure** Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading. **Students with 504 Plans** Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning. **Gifted & Talented Students** Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #4: Plaster Mask

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create an original plaster mask.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.

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:

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

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How does an artwork translate from 2-dimensional to 3-dimensional?* • *How do artworks reflect ideas, images and symbols from the culture within which they were made?*	• 2-dimensional artist sketches are an essential part of the planning process when designing and creating a 3-dimensional artwork. • Masks reflect ideas and cultural symbols and are primarily associated with ceremonies that have religious and social

• *How will you ensure that your completed preliminary sketch and completed mask are finished with fine craftsmanship?* • *How will you utilize your materials to create desired effects?*	significance or are concerned with funerary customs, fertility rites, or the curing of sickness. • Fine craftsmanship is essential for the success of any piece of art, whether it be a 2-dimensional drawing or painting or a 3-dimensional sculpture. • The thoughtful use of armatures (cardboard, aluminum foil, and wire) can provide various 3-dimensional effects when combined with plaster.
Students will know: Cultural significance of masks Plaster materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • Layering • Blending • Armature • Maquette • Craftsmanship • Mould • Conceptual • Figurative • Mixed-media • Modeling • Sketch • Sculpture	**Students will be able to:** Demonstrate the ability to creatively plan on a 2-dimensional surface and transfer the concept into a 3-dimensional plaster mask. Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original plaster mask. Demonstrate the ability to use armatures and layering of plaster to achieve desired 3-dimensional forms and textures. Serve as a test audience to peers and provide constructive criticism for improvements. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Preliminary Mask Drawing (Maquette)
Completed 3-Dimensional Mask

Formative Assessments:
- 2-D Sketch of Mask
- Construction of 3-D Mask with plaster
- Teacher Observation

- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Preliminary Mask Drawing (Maquette) Assessment
Completed 3-Dimensional Mask Assessment

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 1.5.12prof.Pr6a 1.5.12prof.Re7a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate the knowledge to creatively plan on a 2-dimensional surface and transfer the concept into a 3-dimensional plaster mask.	• Create conceptual sketches for mask design (maquettes) • Research historical cultural masks for inspiration. • Provide various examples of mask sketches for students with disabilities. • Use a simplified mask template for students with disabilities.	All 9 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 1.5.12prof.Pr6a 1.5.12prof.Re7a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original plaster mask.	• Line, shape, form, texture with regards to plaster mask design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection for conceptual sketches and overall mask design.	All 9 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 1.5.12prof.Pr6a	Demonstrate the ability to use armatures and layering of plaster to achieve desired 3-dimensional forms and textures.	• Armature exploration and application with various materials: cardboard, aluminum foil, etc.) • Textural exploration and application with plaster	All 9 blocks

1.5.12prof.Re7a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7			
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 1.5.12prof.Pr6a 1.5.12prof.Re7a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Tichonderoga Black HB Pencil* *Colored Pencils* *Permanent Markers* *Scrap Paper* *Aluminum Foil* *Cardboard* *Plaster* *Sandpaper* *Acrylic Paint* *Paint Brushes* *Paint Palette* *Mask Moulds* *Teacher-made Mask Templates for Students with Disabilities* *Printer* *Printer Paper*	

Original reference photos *Reference photos from the Internet*	

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

Students with Disabilities
Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection.

English Language Learners (ELLs)
Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections.

Students at Risk of Failure
Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading.

Students with 504 Plans
Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning.

Gifted & Talented Students
Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #5: Contour Line Drawing

Unit Summary: Students will use unique and original visual imagery, and copyright visual imagery, combined with drawing from life and their knowledge of the art elements and principles of design to create a series of contour line drawings.

Unit Learning Targets

NJSLS Standards:

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

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections:
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:

Unit Essential Questions:	**Unit Enduring Understandings:**
● *What is important in contour line drawing?* ● *What are the "rules" for contour line drawing?* ● *How does the artist eye play a large role in the process of contour line drawing?* ● *How does craftsmanship play a role in contour line drawing?* ● *How can craftsmanship be improved in the process of contour line drawing?*	● The purpose of contour drawing is to emphasize the mass and volume of the subject rather than the detail; the focus is on the outlined shape of the subject and not the minor details. ● In the process of contour line drawing, once the pencil or pen is placed on the surface, it may not be lifted again, while lines can overlap and backtrack. ● For successful contour line drawing, the artist must try to move the pencil at the same speed as their eyes move over the surface of the contour lines of the object they are attempting to draw. ● Craftsmanship plays less of a role in contour line drawing, as it is more about the process of drawing an object at a particular time. ● Craftsmanship can be improved in contour line drawing through practice and repetition.
Students will know: Contour line drawing techniques and processes. Fine craftsmanship through practice and repetition Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Composition ● Contour Line	**Students will be able to:** Create a series of contour line drawings that demonstrate proper techniques and follow the "rules." Use the demonstrated processes of practicing and repeating contour line drawing to achieve greater craftsmanship and accuracy. Participate in constructive critique with peers, reflect and recreate work based on recommendations.

• Blind-Contour • Continuous Line	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Contour Line Drawing Series

Formative Assessments:
- Process of Drawing the Upside Down Contour Line Drawing (Portrait of Igor Stravinsky by Pablo Picasso)
- Process of Drawing the 5 Contour Line Hand Drawings in Different Positions
- Process of Plant Contour Line Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Contour Line Drawing Series Assessment

Alternative Assessments:
Find 5 objects around the art classroom to create contour line drawings that take 10 minutes each.

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge of contour line drawing techniques.	• Upside down contour line drawing of Pablo Picasso's Portrait of Igor Stravinsky with various demonstrated techniques. • 5 different non-dominant hand position drawings with various contour line drawing demonstrated techniques. 3 different positions for students with disabilities. • Plant contour line drawing from life using various demonstrated contour line techniques. • Simplified upside down (if possible) Portrait of Francois by Pablo Picasso for students with disabilities.	All 3 blocks

1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles of design when employing techniques to create a series of contour line drawings.	• Color, line, shape, form, texture with regards to contour line drawing process and practice. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to contour line drawing process and practice.	All 3 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles in design when practicing various techniques to create a contour line drawing.	• Contour line drawing exploration and practice • Repetition exercises to improve craftsmanship and accuracy.	All 3 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Fine Tip Permanent Marker* *Tichonderoga Black HB Pencil* *Cray-Pas Oil Pastel, Set of 50* *Blending Tortilions* *Objects for subtractive drawing (paperclips, etc.)* *Printer*	

Printer Paper *Original reference photos*	

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

Students with Disabilities
Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection.

English Language Learners (ELLs)
Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections.

Students at Risk of Failure
Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading.

Students with 504 Plans
Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning.

Gifted & Talented Students
Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #6: Value Drawing

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a graphite value drawing.

Unit Learning Targets

NJSLS Standards:

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

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections:
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:

Unit Essential Questions:	**Unit Enduring Understandings:**
● *How does one use value and color to create 3-dimensional forms on a 2-dimensional surface?* ● *How do precise effects achieved through graphite make it a choice material for a particular visual image?* ● *How does one ensure that a completed drawing is finished with fine craftsmanship?* ● *How does one incorporate blending and layering techniques to create realistic effects with graphite?*	● Thoughtful placement of value combined with contrast and elimination of line in a composition is the key to creating 3-dimensional form on a 2-dimensional surface. ● Graphite provides the artist with precise edges for detailed drawing, layering (dark to light) and realistic effects. ● Fine craftsmanship is achieved through using scrap paper to keep clean hands, thoughtful and limited use of blending tools and an eraser for extraneous marks. ● Blending and layering graphite with the proper tool is essential to a successful drawing.
Students will know: Graphite materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light source ● Composition ● Layering ● Blending ● Positive and Negative Space ● Medium ● Graphite ● Blending tortillion ● Subtractive drawing	**Students will be able to:** Create a value scale. Create a line drawing of an elephant on a grid. Create a value drawing of an eye on a grid. Create a graphite drawing that demonstrates proper techniques. Use the process of grid drawing to achieve accuracy. Choose the appropriate tools available to achieve desired results, including graphite (2B, 4B, 6B), blenders, and retractable erasers for subtractive drawing. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Extraneous marks • Gradient • Plagarism in Art • Copyright	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Graphite Value Drawing

Formative Assessments:
- Value Scale (10 Values)
- Elephant Line Grid Drawing
- Eye Value Grid Drawing
- Grid Creation
- Drawing on a Grid
- Transferring to Drawing Paper
- Adding Value to a Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Graphite Value Drawing Assessment

Alternative Assessments:
Graphite Pencil Textures: Create 5 different textures using demonstrated techniques with various values.

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
11.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1	Demonstrate knowledge of grid drawing techniques and drawing on a grid.	• Accurately measure and create a 1:2 ratio grid. • Use of light tables for assistance with disabilities • Use of 1:1 ratio photo to drawing for assistance with disabilities	All 9 blocks

9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7		• Simplified Copyrighted Cartoon Character Value Drawings for students with disabilities.	
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original graphite pencil drawing.	• Line, shape, form, texture with regards to graphite pencil application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and graphite pencil application. • Value matching achieved through blending and layering values from dark to light.	All 9 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive graphite pencil exploration and application with retractable erasers. • Additive graphite pencil exploration and application with blending and layering techniques. • Blending graphite pencil exploration and application	All 9 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing on a Grid Worksheet: Elephant Line Drawing *Drawing on a Grid with Value Worksheet: Eye Value Drawing* *Drawing Paper*	

Practice Paper *Yardsticks and T Squares* *Strathmore Mixed Media Paper in White* *Fine Tip Permanent Marker* *Tichonderoga Black HB Pencil* *Graphite Drawing Pencils (2B, 4B, 6B)* *Retractable Erasers for subtractive drawing* *Printer* *Printer Paper* *Original reference photos*	

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

Students with Disabilities
Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection.

English Language Learners (ELLs)
Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections.

Students at Risk of Failure
Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading.

Students with 504 Plans
Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning.

Gifted & Talented Students
Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #7: Printmaking

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a collage of linoleum prints.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections:

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:

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How does one use bold black and white design without a grayscale to describe imagery effectively?* • *How does the process of collage require exploration and experimentation?* • *How does one ensure that a completed artwork is finished with fine craftsmanship?*	• Acromatic designs without grayscale need to be thoughtfully created so that each shape and line contained in the drawing is isolated and placed accordingly to represent an overall chosen image. • Collage allows the artist to work in layers, trying different combinations of color, shape, line, etc. before permanently affixing components to an artwork. • With regards to printmaking and collage, fine craftsmanship can be defined by carefully cut, clean paper edges, thoughtful use of glue with placement and amount, and using the correct amount of ink combined with a registration page during the printing process.
Students will know: Collage materials and techniques Printmaing materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary:	**Students will be able to:** Create a linoleum print collage that demonstrates proper techniques. Use the process of exploration and experimentation during the collage phase to achieve success. Thoughtful and careful use of materials, as demonstrated, to achieve fine craftsmanship.

• Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • Benchhook • Brayer • Burnisher • Registration Page • Artist Proof • Limited Edition Print • Collage • Assemblage • Mixed-media • Composition • Symmetry • Balance • Ryhthm • Linoleum Print • Monoprint • Disassemblage • Assemblage	Participate in constructive critique with peers, reflect and revise work, if possible, based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Linoleum Printmaking Collage Project

Formative Assessments:
- Initial sketches
- Transferring Finalized Sketch to Linoleum Surface
- Carving the Linoleum
- Artist Proof Prints
- Collage of Prints
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original and copyrighted visual reference materials

Common Benchmark Assessments:
Linoleum Printmaking Collage Project Assessment

Alternative Assessments:
Create a series of 5 limited edition prints
Create a series of 5 artist proof prints

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate the ability to create a series of original linoleum prints.	• Initial sketches can be inspired by printmaking examples, but need to be original ideas. • Printmaking examples and vector art samples (copyrighted or otherwise) can be used to assist students with disabilities. • Experimentation with various ink and paper color combinations to further originality of design.	All 11 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles of design when employing disassemblange and assemblage techniques to create an original linoleum print collage.	• Color, line, shape, form, texture with regards to collage application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to collage application.	All 11 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles of design when creating an original linoleum print.	• Color, line, shape, form, texture with regards to linoleum print carving and print production. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to linoleum print carving and print production. • Exploration and experimentation at each step of the process.	All 11 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made (if possible)	1 block

9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Scrap Paper* *Linoleum sheets 4x6”* *Construction Paper, Various Colors* *Pencils* *Ball Point Pens* *Transfer Paper* *Permanent Markers* *Scissors* *Glue Sticks* *Linoleum Cutter/Carver* *Burnishers* *Benchhooks* *Brayers* *Printer* *Printer Paper* *Original reference photos* *Speedball Ink (Various Colors)*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Students with Disabilities Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection. **English Language Learners (ELLs)**

Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections.

Students at Risk of Failure

Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading.

Students with 504 Plans

Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning.

Gifted & Talented Students

Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #8: Book-making

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design a book.

Unit Learning Targets

NJSLS Standards:

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

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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.DC.2: Compare and contrast international differences in copyright laws and ethics.

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

Interdisciplinary Connections:

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:

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How is social and emotional learning addressed in the art classroom?* • *How does an artist use color to express their feelings and mood?* • *What is book art?*	• Arts educators often address different aspects of the SEL in their everyday practice either through individual or across multiple competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making). • Colors draw emotion, feelings, and memories containing that particular color, or set of colors. Releasing inner sentiment through colors are a vital part in the expressive arts process. • Book art is a field of art that involves the creation of works that use or refer to the structural and conceptual properties of books. These works may contain text, images or both and may be sculptural.
Students will know: Book-making materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • Book-making • Social and Emotional Learning (SEL) • Mood • Accordion Book • Embellish • Color expression • Color Psychology	**Students will be able to:** Create an accordion book that demonstrates proper techniques. Identify and use various colors to represent different emotions to inspire artworks contained in the book. Choose the appropriate tools available to achieve desired results. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Completed Accordian Book

Formative Assessments:

- Preliminary Sketches
- Color Selections Based on Overall Mood of a Drawing or Painting
- Transferring Finalized Sketches to Drawing Paper
- Adding Value and Color to Transferred Drawing with Paint or Other Materials
- Book Construction
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Completed Accordian Book Assessment

Alternative Assessments:
Artist Research: Find 5 Artists that use color to express emotion. Provide images of their work and the meaning of each based on the colors used to execute them.

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge of book-making techniques.	• Accurately cut, fold and assemble the accordion book based on teacher-demonstration. • Precut paper and folds and areas for glue identified with soft pencil lines and labels for students with disabilities.	All 11 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original accordion book (cover/back and images inside).	• Color, line, shape, form, texture with regards to book cover designs and interior pages. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and application of book cover designs and interior pages.	All 11 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a	Demonstrate knowledge in the art elements and principles in design	Color selection based on color psychology: • Red: Passion, Love, Anger • Orange: Energy, Happiness, Vitality	All 11 blocks

9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	when selecting a particular color to represent emotion through imagery.	• Yellow: Happiness, Hope, Deceit • Green: New Beginnings, Abundance, Nature • Blue: Calm, Responsible, Sadness • Violet: Creativity, Royalty, Wealth • Black: Mystery, Elegance, Evil • Gray: Moody, Conservative, Formality • White: Purity, Cleanliness, Virtue • Brown: Nature, Wholesomeness, Dependability “Color to express emotion, used in art” examples for students with disabilities.	
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Scissors* *Glue sticks* *Foil sheets* *Alcohol Ink Set of 48* *Paint Brushes* *Paint Palettes* *Chipboard* *Cutting Board* *Printer* *Printer Paper*	

Permanent Markers *Colored Pencils* *Paint Markers* *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 visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection.

English Language Learners (ELLs)
Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections.

Students at Risk of Failure
Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading.

Students with 504 Plans
Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning.

Gifted & Talented Students
Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #9: Found Object Upcycled Sculpture

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create an original found object sculpture.

Unit Learning Targets

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

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Interdisciplinary Connections:
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:

- 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.

Unit Essential Questions:	**Unit Enduring Understandings:**
● *How does an upcycled art sculpture help our environment?* ● *After an item has been used for its intended general purpose what do we do with it?* ● *What is the purpose of initial sketches (maquettes) when working through ideas to create a sculpture?*	● The environmental benefits of recycled art include, for example, its contribution to the use and extending the useful life of materials and, as a consequence, by reducing the amount of waste generated. ● We can dispose of objects after they have served their use or we can use those objects to create works of art and lesson the carbon footprint on the planet. ● Fundamental elements (such as the composition, proportion, scale, and the balance between values) will get worked out in a sketch so that an artist can avoid mistakes in a finished 3-dimensional piece of art.
Students will know: Upcycled sculpture materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Sculpture	**Students will be able to:** Create an upcycled sculpture that demonstrates knowledge of the art elements and principles of design. Use the process of creating maquettes to work out ideas to avoid mistakes during the sculptural build. Choose the appropriate tools available to achieve desired results. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Upcycled art • Recycled art • Assemblage • Disassemblage • Found objects • Armature • Maquette	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Upcycled Sculpture

Formative Assessments:
- Maquette Creation
- Transferring ideas from 2-D to 3-D
- Adding Color or Embellishments to Finalized Sculpture
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Upcycled Sculpture Assessment

Alternative Assessments:
Artist Research: Find 5 different artists that work with recycled materials to create their works of art. Include images of each artwork with a description and your interpretation of each.

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1	Demonstrate knowledge of the benefit of creating initial sketches to plan the development of a 3-dimensional sculpture.	• Student created sketches. • Research of upcycled sculpture and accompanying sketches. • Provide artist examples of initial sketches for assistance to students with disabilities.	All 15 blocks

9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 1.2.12prof.Re7b 1.5.12prof.Cn11b			
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 1.2.12prof.Re7b 1.5.12prof.Cn11b	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original upcycled sculpture.	• Color, line, shape, form, texture with regards to upcycled sculpture construction. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to upcycled sculpture construction technique selection.	All 15 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 1.2.12prof.Re7b 1.5.12prof.Cn11b	Demonstrate knowledge in the environmental impact of art creation.	• Student exploration and application of added found objects. • Exploration and application of visually transforming an object from its original form into an entirely different object.	All 15 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7 1.2.12prof.Re7b 1.5.12prof.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made (if possible)	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing paper *Printer* *Printer Paper* *Recylced Materials* *Hot Glue Guns* *Hot Glue Stick Refills* *HB Tichonderoga Black Pencil* *Cardboard* *Sculpture wire* *Pliers* *Wire cutters* *Additional student found objects*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Students with Disabilities Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection. **English Language Learners (ELLs)** Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections. **Students at Risk of Failure** Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading. **Students with 504 Plans** Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning. **Gifted & Talented Students**

Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.

Stage 1 Desired Results

Unit Title #10: Macrame

Unit Summary: Students will use their knowledge of various knots and the art elements and principles of design to create a macrame project.

Unit Learning Targets

NJSLS Standards:

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

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

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.DC.2: Compare and contrast international differences in copyright laws and ethics.

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

Interdisciplinary Connections:

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:

Unit Essential Questions:	**Unit Enduring Understandings:**
• *What are the five types of macrame that are the most important for a beginner to learn?* • *What are the factors to consider when creating macrame projects?* • *What culture is macrame from?* • *How does one ensure that a completed macrame project is finished with fine craftsmanship?*	• The five most important macrame knots for beginners to learn are the lark's head knot, cow hitch knot, square knot, double half hitch knot, and the wrapping knot. • The factors to consider when starting a macrame project include: types of macrame cord, thickness of macrame cords, cord length and finding methods to prevent cords from unraveling. • Macramé's knot-tying origins can be traced back to 13th-century Arabic decorative weavers who used the knots

	to secure loose ends of woven textiles, like towels and shawls. ● Macrame craftsmanship is directly impacted by cord preservation and accurate and even knot construction.
Students will know: Macrame knots and the associated materials and techniques Fine craftsmanship Art elements and principles of design Macrame origins Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Macrame ● Lark's head knot ● Cow hitch knot ● Square knot ● Double half-hitch knot ● Wrapping knot ● Fiber art	**Students will be able to:** Create a macrame project that demonstrates proper knotting techniques. Choose the appropriate knots to achieve desired results. Practice fine craftsmanship through cord preservation, and accurate and even knot construction. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Macrame Project
Formative Assessments: ● Macrame Practice Activities ● Macrame Knotting Activities ● Identifying Knots Visually ● Practicing Fine Craftsmanship ● Teacher Observation ● Peer to Peer critique ● Self-critique
Common Benchmark Assessments: Macrame Project Assessment

Alternative Assessments:
Research 5 different Macrame artists who use the material for different purposes (fashion, utilitarian, fine art, etc.). Include images of each artwork with the meaning or purpose behind each.
Research 1 alternative macrame project online that includes directions on how to create it. Bring it to the class to share.

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 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate the ability to create a macrame project.	• Properly construct the various macrame knots: lark's head knot, cow hitch knot, square knot, double half hitch knot, and the wrapping knot. • Identify different knots based on visual appearance. • Videos of knot construction available for students with disabilities.	All 7 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Demonstrate knowledge in fine craftsmanship when creating a macrame project.	• Cord preservation • Accurate and even knot production	All 7 blocks
1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Cb10a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.IML.10 NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Macrame cord *Masking Tape* *Pencils* *Key Rings* *Beads of various sizes and colors* *Macrame Worksheets* *Scissors*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Students with Disabilities Provide visual step-by-step guides and demonstrations for all media (painting, drawing, crafts, printmaking). Use adaptive tools (e.g., ergonomic brushes, larger pencils, tactile guides) and accessible workspaces. Break complex projects into manageable steps with clear instructions. Allow extended time for projects and drying/assembly stages. Modify assessments to emphasize creativity, effort, and process over technical perfection. **English Language Learners (ELLs)** Provide visual vocabulary charts and bilingual labels for tools, materials, and techniques. Use demonstration-based instruction and minimize text-heavy directions. Offer sentence stems and visual supports for reflections and critiques. Encourage peer collaboration or bilingual buddy systems. Integrate multicultural art examples and traditions to support cultural connections. **Students at Risk of Failure** Break projects into smaller steps with clear timelines and checkpoints. Provide frequent feedback and guidance during work sessions. Offer extra studio or after-school time for completion. Pair with peer mentors for skill-building support. Emphasize participation, effort, and experimentation in grading. **Students with 504 Plans** Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks). Allow flexible pacing, alternative materials, or smaller-scale projects. Provide quiet or low-distraction workspaces. Permit digital documentation or photo portfolios as alternatives to written critiques. Maintain clear rubrics with flexible grading for process-oriented learning. **Gifted & Talented Students** Encourage independent projects exploring advanced techniques, mixed media, or creative problem-solving. Offer opportunities to research and create art inspired by historical or contemporary artists. Allow experimentation with multiple mediums or complex techniques. Support leadership roles in demonstrations, group projects, or studio setup. Promote portfolio development and participation in local, regional, or national art exhibitions.