Board Approval Date: 8/23/2022
Course Title: Sculpture
Course Study: This course is designed to continue building upon the basic art elements and principles of design in the creation and exploration of Sculpture is no longer limited to carving and modeling. It now refers to any means of giving intended forms to all three-dimensional materials. Units of study stress the development of a diversity of newfound materials and techniques which has led to greater individual expression and artistic freedom.and creative problem solving. Students develop proficiency in exploring mixed media including modeling clay, plaster, kinetic and wire sculpture, fiber arts,polymer clay, figurative sculpture,and assorted mixed media.

Course Sequence & Pacing	
Estimated Number of Blocks	**Marking Period 1**
4	**Introduction to Sculpture** **Create Three- Dimensional Initial from Marble Tessellation Pieces** ● Demonstrate knowledge of a initial font that is 3- Dimensional by stacking marble pieces ● Demonstrate knowledge in the art elements and principles of design constructing letter that can be viewed from all sides ● Demonstrate knowledge that letterforms exist in all cultures and are among the earliest forms of basic artistic communication. ● Demonstrate comprehensive sculpture and good construction so the letter can stand on its own ● Demonstrate the knowledge of shape, form, value, unity, and line ● Serve as a test audience to peers and provide constructive criticism for improvements.
8	**Differentiate types of sculpture origins, concepts and fundamentals - Sculptural Initial self Portrait** ● Demonstrate knowledge of developing techniques in a font of their choice or creation such as the students first initial in a sculptural form ● Demonstrate knowledge of cutting out the form of the initial and having it have form and depth ● Demonstrate principles of design in sculpture when creating a skeleton of wire…does it have movement or does the sculpture have stillness ● Demonstrate knowledge of varying materials and methods to create a 3 dimensional form ● Serve asServe as a test audience to peers and provide constructive criticism for improvements
8-10	**Modeling/Additive - Figurative Sculpture Sculptural Body Form Made From Wire and Newspaper** ● Demonstrate knowledge in the art elements and principles of design when coming up with multiple sketches ● Demonstrate knowledge in the art elements and principles in design when creating a skeleton form made from wire ● Demonstrate knowledge that self expression and personal identity come from making individual artistic choices

	● Demonstrate that craftsmanship is essential for aesthetics in visual communications ● Demonstrate the knowledge of making the dimensionial wire skelton be able to stand on its own ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	
8	**Casting/Personal Adornment - Modeling & Molding** **Food Sculpture** ● Demonstrate the ability to understand what the celebration is and the cultural reasons it is celebrated in Mexico ● Demonstrate knowledge in the art elements and principles of design when designing their head by sketching ideas and exploring practice methods of adding dimension with modeling clay to add dimension to the skull in addition to color ● Demonstrate knowledge in the art elements and principles in design when mixing colors and understanding their relationships ● Serve as a test audience to peers and provide constructive criticism for improvements.
8	**Carving From A Mold - Reductive Process** ● Demonstrate the ability to understand what a quilling is. It is an art form that involves the use of strips of paper that are rolled, shaped and glued together to create decorative designs. ● Demonstrate knowledge in the art elements and principles of design paper sculpture techniques ● Demonstrate knowledge that the size and shape of the paper determines what purpose it will serve ● Demonstrate knowledge of how to curl the paper,weaving and inter locking the paper ● Demonstrate knowledge of how to score paper to connect it ● Demonstrate knowledge paper sculpture that occupies space differently than flat paper ● Serve as a test audience to peers and provide constructive criticism for improvements.
8	**Construction & Assemblage Large Abstract Plants/Cactus** ● Demonstrate the ability to create a unique abstract plant from plaster ● Demonstrate the ability to have the plant be an additive sculpture that incorporates mixed media ● Demonstrate knowledge in form, shape and space ● Demonstrate creating embellishments with polymer clay, plaster or modeling clay ● Demonstrate knowledge in good craftsmanship ● Serve as a test audience to peers and provide constructive criticism for improvements.

Midterm 3 Classes **Recycled Cardboard Sculpture of Animal Heads**	● Demonstrate the ability to create a Recycled Cardboard Sculpture Incorporating a theme of an Animal Head ● Demonstrate knowledge of construction so the the object can stand on its own ● Demonstrates good craftsmanship ● Demonstrates the knowledge that it should be appealing from multiple views/sides ● Demonstrates the knowledge of unique cardboard sculpture ● Demonstrate knowledge in the art elements and principles in design when selecting colors, proper use of brushes ● Demonstrate knowledge of assemblage ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 3**
10 -12	**Louise Nevelson Wood Sculptures** ● Demonstrate the ability to understand famous sculptors ● Demonstrate knowledge how to use various pieces of wood to create a pattern in sculpture ● Demonstrate the knowledge of using a limited palette ● Demonstrate knowledge in the art elements and principles in the history of Sculpture ● Demonstrate knowledge of decorative art that is dimensional ● Serve as a test audience to peers and provide constructive criticism for improvements.
10	**Molding Plaster Hands** ● Demonstrate the ability to understand how to create a three dimensional moving sculpture using metal and various mixed media ● Demonstrate knowledge in the art elements and principles of design understanding the importance of movement with a mobile or stabile ● Demonstrate knowledge of movement in artwork ● Demonstrate knowledge of static sculpture ● Demonstrate knowledge in the art elements of abstract, kinetic sculptures ● Demonstrate knowledge of form, shape and space ● Serve as a test audience to peers and provide constructive criticism for improvements.

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

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

Interdisciplinary Connections:

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

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

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

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings**
What is sculpture for? *How do I experience three dimensional art?* *What materials and methods can be used to create a 3D art form?* *What are the principles of design in sculpture?* *What role did sculpture play in the history of society?* *Why is it important to apply safety procedures when making sculpture?*	*Artistic expression and sculpture is influenced by time, place and culture.* *Self expression and personal identity come from making artwork.* *Sculpture is defined by specific elements and principles.* *Sculptures can take on many shapes, styles and forms.* *Sculptors use specific tools and materials to produce artwork for specific purposes.* *Letter forms exist in all cultures, among the earliest forms of basic artistic communication.* The arts serve multiple functions:enlightenment, education, and entertainment. Lettering is a fundamental letter form applicable for many users in visual communication.
Students will know:	**Students will be able to:**
Create three-dimensional artwork that demonstrates an understanding of the elements and principles of design by creating their initial using marble pieces and a glue gun Demonstrate a comprehension of sculpture origins, concepts and fundamentals. Recognize significant sculpture from history. Integrate safety procedures in the production of making sculpture by developing a respect for the care of tools, equipment and supplies used. Incorporating visualizing, sketching ideas and fabricating creative problem solving strategies in the production of visual arts. Demonstrate good craftsmanship.	Make a sketch of a 3- D initial Create their initial design that is made of marble tessellation using a glue gun to create the free standing initial sculpture Create a paper template to trace onto cardboard and use exacto knife and self healing mat to cut out the letters Using more card board and bathroom cups, attach the cups to make the letters have dimension and create a base so the cardboard initial can be self standing Sketch out ideas to add to the initial that can painted on, or mixed media such as polymer clay, beads to express the students vision of things that express themselves

Vocabulary: ● Sculpture ● Modeling ● Relief ● Additive Process ● Subtractive Process ● Assemblage ● Installation ● In the round ● Kinetic ● Fabrication ● Form ● Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	Participate in constructive critique with peers, reflect and revise work based on their input Choose the appropriate tools available to achieve desired result Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments: Initial Sculpture

Formative Assessments:

- Multiple attempts at drawing their name in their sketchbook incorporating proper spacing
- Student expresses through the use of design in daily classroom observation
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Initial Sculpture Assessment

Alternative Assessments:

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation***	***Timeframe***

		(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)	Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of sculpture Demonstrate construction skills Demonstrate good craftsmanship	• Express themselves through their art with designing things to add to their sculptural initial • Use of pre-cut larger letters • Use of pre- assembled initials that students can just add things to • Streamline adjustments for assistance with disabilities	2 blocks for construction set-up, 1 for creation
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge of sculpture in conjunction with the elements and principles of design when creating their free standing, in the round	• Shape, form, space and texture in regards to their initial sculptures • Contrast, Balance, Emphasis, Movement, Proportion, Repetition, Rhythm, Pattern, Unity, and Variety with regards to folder design	All 4 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when making a initial sculpture	• Various use of sketches • Various exploration and application of mixed media • Various use of cutting with precision using exacto knives and self healing mat • Various exploration of colors and other additions to personalize the initial in a self portrait style • Streamline adjustments for assistance with disabilities	All 4 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed design. • Notes taken • Reflection • Edits, modifications made	1 block

RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Lettering References *Pencil* *Sketchbook* *Marble Pieces* *Glue Gun* *Cardboard* *Exacto Knives* *Self Healing Mat* *Tacky Glue* *Polymer Clay Beads* *Assorted marbled papers made by students* *Student-generated references* *Google Docs* *Internet access* *Teacher and former student examples*	Encourage individuality on 2nd initial sculpture with an emphasis on self expression through the use of color, polymer clay,photographs, mixed media etc.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Students with Disabilities Provide step-by-step visual guides and video demonstrations for complex 3-D and sculpture techniques (modeling clay, plaster, wire, kinetic sculpture).

Use adaptive tools (ergonomic sculpting tools, lightweight materials, textured grips) and accessible workspaces.
Break multi-step projects into smaller, manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)
Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Integrate multicultural sculpture examples and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like kinetic, figurative, and mixed-media sculpture.

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

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

Gifted & Talented Students
Encourage independent projects exploring advanced sculpture techniques, large-scale works, or mixed-media experimentation.
Offer research opportunities on historical and contemporary sculptors or diverse cultural traditions.
Support advanced surface design, kinetic elements, and multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results

Unit Title:	**Figurative Sculpture**	**Wire/Newspaper**

Unit Summary:

Students will use their sketchbook to draw sketches of the human form either showing movement or stillness
Students will watch YouTube and teacher demonstration on how to use wire to create a sculptural form

The wire skeleton is the key to the success of your sculpture is made with various wires and tools to manipulate them

It not only holds the sculpture up but it's the skeletons's pose that will tell the story you want your sculpture to tell

It is absolutely critical that when you have the wire skeleton in a pose that you can see (in your mind's eye) the emotions and story of the finished piece should become more evident

The wire skeleton also performs a very practical role in that it holds your sculpture up. The TW demo how to experiment with movement of the wire...using different gauges and assorted tools. Students need to decide on the position of the body and draw a sketch. Decide on the movement of the bod**y** and is the body going to be standing on its own or will a base be needed. Students will be experimenting with the wire tools to achieve different results with their skeleton.

Students experiencing difficulty will be provided opportunities for tracing, redoing assignments, invitations to extra help sessions, guided strategies, one-on-one assistance, peer assistance, social and emotional support, frequent breaks when needed, compassionate understanding.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

Computer Science & Design Thinking

Interdisciplinary Connections:

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

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

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

Climate Change:

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

Unit Essential Questions:*How can we interpret a 2D sketch into a modeled 3D form?* *How do artists and designers determine whether a particular direction in their work is effective?* *How do artists and designers learn from trial and error?* *Why is knowledge about techniques important in art?* *How does drawing relate to sculpture?* *How do I make an organic line stand and grow?* *What is the relationship between the elements of art and the principles of art?* *What design and technical considerations are necessary for a successful modeled wire piece?* *Why is safety so important?*	**Unit Enduring Understandings:** *Artists produce artwork to communicate a variety of needs and ideas* *Sculptures can take on many shapes, styles and forms.* *Sculptors use specific tools and materials to produce artworks for specific purposes.* *Self expression and personality can be communicated through making art.* *Knowledge of art elements and design principles help artists communicate their ideas effectively.* *Why is safety so important when constructing sculpture?*
Students will know: Develop an understanding how to create a wire sculpture Design a wire skeleton that either captures stillness or movement Identify and implement use of line, balance, repetition and symmetry in the sculptural composition Demonstrate ability to newspaper in a decoupage technique Demonstrate the knowledge how to paint small accents to the wire sculpture such as the edge of a skirt or a bouquet of flowers leaving the rest just in blavk and white with newspaper Interpret principles of pattern (repetition, motif etc.) of a wire sculpture Fine craftsmanship Art elements and principles of design	**Students will be able to:** Draw sketches of the human form and chose which sketch they want to represent using wire Understand the wire skeleton is the key to the success of your sculpture It not only holds the sculpture up but it's the skeletons's pose that will tell the story you want your sculpture to tell Understand how to manipulate wire using assorted tools

Vocabulary: ● Wire ● Braided ● Twisted ● Woven ● Mesh ● Line ● Color ● Shape ● Texturel ● Abstract ● Free Standing ● Subtractive ● Additive ● Embellishments ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	It is absolutely critical that when you have the skeleton in a pose that you can see (in your mind's eye) the emotions and story of the finished piece The skeleton also performs a very practical role in that it holds your sculpture up. The TW demo how to experiment with movement of the wire...using different gauges and assorted tools. Students need to decide on the position of the body and draw a sketch. Decide on the movement of the body. Student will apply newspaper to the wire skeleton form using decoupage methods **Assessment:** Students will be graded on ability to follow directions, create an art form that is sculptural and uses multiple mediums. Graded assignments will be scored and put into genesis. **Differentiation:** Students experiencing difficulty will be provided opportunities for tracing, redoing assignments, invitations to extra help sessions, guided strategies, one-on-one assistance, peer assistance, social and emotional support, frequent breaks when needed, compassionate understanding. **Resources/Materials:** cardboard, glue, paint, quilling supplies, assemblage materials and mixed media.

Stage 2 Assessment Evidence
Summative Assessments: Figurative Wire Sculpture

Formative Assessments:

- Initial sketches of what they plan to build and incorporate adding newspaper
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:

Alternative Assessments:

Pre- made, wire figures

Pre-drawn small self standing cardboard sculpture

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of celebrations of wire and assorted tools Demonstrate knowledge of how to interpret movement or stillness in wire Demonstrate knowledge of how to attach newspaper through decoupage	• Assist students with disabilities with the use of pre-made wire figurative sculpture	1 block
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a	Demonstrate knowledge in the art elements and principles of design when creating figurative sculpture	• Color, line, shape, form, texture with regards to designing a unique figurative sculpture • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety relating to a figurative sculpture	All 8 blocks

1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular wire,	• Various wire exploration • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	All 8 blocks
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of figurative sculpture • Possible edits/improvements made • Reflection • Modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Sketchbook *YouTube on Figurative Wire Sculptures* *Various wires* *Wire tools* *Teacher and former students examples* *Newspaper* *Student-generated references* *Google Docs* *Internet access*	

Tacky Glue *Glue Gu* *Wood Blocks*	

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**
Students with Disabilities Provide step-by-step visual guides and video demonstrations for complex 3-D and sculpture techniques (modeling clay, plaster, wire, kinetic sculpture). Use adaptive tools (ergonomic sculpting tools, lightweight materials, textured grips) and accessible workspaces. Break multi-step projects into smaller, manageable tasks with clear instructions and checklists. Allow extended time for construction, drying, and finishing processes. Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection. **English Language Learners (ELLs)** Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques. Use demonstration-based instruction with minimal text-heavy directions. Encourage peer collaboration and use sentence stems or visuals for reflections and critiques. Integrate multicultural sculpture examples and artist studies for cultural relevance. Provide step-by-step visual guides for advanced techniques like kinetic, figurative, and mixed-media sculpture. **Students at Risk of Failure** Break projects into smaller steps with clear deadlines and progress checkpoints. Provide regular feedback and structured support during studio work. Offer extra studio time or flexible deadlines for project completion. Pair students with peer mentors for skill development and accountability. Emphasize participation, effort, and creative problem-solving in grading. **Students with 504 Plans** Implement all accommodations listed in the 504 plan (e.g., extended time, rest breaks, alternative assignments). Allow flexible pacing and alternative approaches to complex 3-D media. Provide low-distraction workspaces or digital documentation options. Permit smaller-scale or simplified projects when needed. Maintain clear rubrics and flexible grading for process-based learning. **Gifted & Talented Students**

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

Stage 1 Desired Results
Unit Title: **Casting/ Personal Adornment** **Modeling/Molding** **Food Sculpture**
Unit Summary: Using knowledge of the art elements and principles of design students will explore the use of mixed media to develop a contemporary approach creating a food sculpture
Unit Learning Targets
NJSLS Standards: 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Computer Science & Design Thinking *(CS & DT)***:** 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
Interdisciplinary Connections: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change: 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.	
Unit Essential Questions: *Knowledge of art elements and design principles help artists communicate their ideas effectively.* *Sculpture can take on many shapes, styles and form* *Ideas are communicated through production.* *A form is an object with three dimensions, either real or illusion.* *The process of making art leads us to a deeper understanding of ourselves and others.* *The process of making art leads us to a deeper understanding of ourselves and others.* *Artists use color to create special effects in works of art, self evaluation /reflection.*	**Unit Enduring Understandings:** *Knowledge of art elements and design principles help artists communicate their ideas effectively.* *Sculpture can take on many shapes, styles, and form.* *Ideas are communicated through production.* *A form is an object with three - dimensions, either real or illusion.* *The process of making art leads us to a deeper understanding of ourselves and others.* *Artists use form to create specific effects in works of art, self evaluation/reflection.*
Students will know: How to create a 3 - dimensional food piece after drawing multiple sketches and experimenting with the of making their food piece mini or normal size(to scale) or very large Mixed media Fine craftsmanship Art elements and principles of design Look through current artists' work with food sculpture...mini and extra large sculpture. Watch YouTube how to's, Pinterest for ideas, teacher demonstration and lots of experimentation using modeling compound, sculpey, plaster etc. Vocabulary: ● Photographic Imagery ● SKetchbook ● Mixed media ● Polymer Clay	**Students will be able to:** Explore and develop an idea from multiple sketches. Select the best idea from the thumbnails and develop a 3 dimensional final concept of their food sculpture Demonstrate good craftsmanship Infuse color theory with skill when creating their food sculpture Apply the vocabulary in student reading, writing, speaking and listening when applicable.

• Mixed media -paper plates, forks, knives, sushi sticks etdc to make the food seem more real • Plaster • Resin • Modeling paste • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	

Stage 2 Assessment Evidence

Summative Assessments:
Food Sculpture Assessment

Formative Assessments:

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

Alternative Assessments: Students experiencing difficulty will be provided opportunities for redoing assignments, invitations to extra help sessions, guided strategies, one-on-one assistance, peer assistance, social and emotional support, frequent breaks when needed, compassionate understanding.

Modifications adjusted for different students capabilities

Pre drawn food ideas hat the student can with assistance be able to put together and paint

Stage 3 Learning Plan

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

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

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

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

Students with Disabilities
Provide step-by-step visual guides and video demonstrations for complex 3-D and sculpture techniques (modeling clay, plaster, wire, kinetic sculpture).
Use adaptive tools (ergonomic sculpting tools, lightweight materials, textured grips) and accessible workspaces.
Break multi-step projects into smaller, manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)
Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Integrate multicultural sculpture examples and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like kinetic, figurative, and mixed-media sculpture.

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

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

Gifted & Talented Students
Encourage independent projects exploring advanced sculpture techniques, large-scale works, or mixed-media experimentation.
Offer research opportunities on historical and contemporary sculptors or diverse cultural traditions.
Support advanced surface design, kinetic elements, and multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results			
Unit Title:	**Construction**	**Assemblage**	**Louise Nevelson**
Unit Summary:			

Unit Learning Targets

NJSLS Standards:
1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

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

Interdisciplinary Connections

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

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

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

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

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

Interdisciplinary Connections:

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

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

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

Climate Change:

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

Unit Essential Questions:	**Unit Enduring Understandings:**
What can inspire an artist? *How do art elements and design principles develop into individual styles and artistic processes?* *How do artists interpret and express themes through the use of traditional and new materials methodologies?* *How has printmaking and book arts evolved throughout history?* *How can an artist develop a set of acceptable personal criteria to apply current and future printmaking and book arts experience?*	*Artists interpret and render themes as well as new art media and methodologies.* *Historically and culturally diverse art media, styles, and techniques impact originality and interpretation in printmaking and book arts throughout history.*
Students will know:	**Students will be able to:**
How to explore and develop an idea from the use of sketches. Select the best idea from their sketches and develop a final concept. **Louise Nevelson** was an American sculptor known for her monumental, monochromatic, wooden wall pieces and outdoor sculptures. Sky Cathedral consists of boxes stacked against a wall.	Understand the many techniques of printmaking including etching, lithography, screen printing and engraving. Students will be able to make multiple relief prints. Understand the relief printing process and have multiple ink colors on assorted colored papers.

Each compartment is filled with wooden scraps including moldings, dowels, spindles and furniture parts. She then covered the entire assemblage with black paint, both unifying the composition and obscuring the individual objects. Look through current artists more modern takes on wooden sculptures. Students are given assorted pieces of wood to build off of and they understand repetition and space, shape and form by designing the wooden pieces inside a box. Students have to set up the wood as they would like it to look and brainstorm whether they like it. Students will understand the power of using a monochromatic color scheme so that the shapes are the main focal point Demonstrate good craftsmanship. Use and practice art elements as a language in critiques. Infuse color theory with the skill and mastery of making art. Experiment with a variety of artistic techniques. Use repetitive sculpture and a limited paint palette. Create works of art that demonstrate an understanding of how their ideas relate to techniques and processes they use. Art elements and principles of design Vocabulary: ● large-scale ● Abstract ● Wooden assemblage ● Abstract ● Positive and negative space ● 3 Dimensionality ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	Students will be able to take their prints and recreate a unique print from cutting it out and assembling a new print with assorted pieces almost like a puzzle Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Louise Nevelson Inspired Wooden Sculpture Rubric

Formative Assessments: YouTube video of Louie Nevelson and her work/questions

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:Wlre Skeleton Assessment

Alternative Assessments:
Students can be provided with a smaller box and less wooden pieces

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create a wooden sculpture using the techniques of repeating form using varying pieces of wood	• Gather reference images in order to create a unique image with a level of accuracy. • Students with disabilities may have assistance to ensure their success using a simplified pre-made wood sculpture • Students will have an understanding of what a wooden sculpture consists of	1 block
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design	• Color, line, shape, form, texture and value with regards to the project • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to the project.	All 8 blocks
1.5.12prof.Cr1a	Demonstrate knowledge in the art elements and principles in design	• Various exploration of assemblage	All 8 blocks

1.5.12acc.Cr1b 1.5.12acc.Cr2a	Students will be able to select particular wooden pieces to create a successful wooden sculpture.	• Various exploration and application in the use of using a monochromatic color schemer • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed unique prints • Notes taken • Reflection • Use input to fine tune finished wooden sculpture	1 block

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

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

Students with Disabilities
Provide step-by-step visual guides and video demonstrations for complex 3-D and sculpture techniques (modeling clay, plaster, wire, kinetic sculpture).
Use adaptive tools (ergonomic sculpting tools, lightweight materials, textured grips) and accessible workspaces.
Break multi-step projects into smaller, manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)
Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Integrate multicultural sculpture examples and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like kinetic, figurative, and mixed-media sculpture.

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

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

Gifted & Talented Students
Encourage independent projects exploring advanced sculpture techniques, large-scale works, or mixed-media experimentation.
Offer research opportunities on historical and contemporary sculptors or diverse cultural traditions.
Support advanced surface design, kinetic elements, and multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results

Unit Title: **Molding Plastic Hands**

Unit Summary: Students will create a molded hands/hand by creating sculpture of their hand

Unit Learning Targets

NJSLS Standards:

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

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

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

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

Interdisciplinary Connections

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

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

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

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

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

Interdisciplinary Connections:

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

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

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

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
Art is a form of communication and expression in all cultures. *Materials and techniques influence art.* *Values are the lights and darks that create contrast in composition.* *Movement is used by artists to guide the viewer's eye through a composition.*	What choices should I make t?*as an artist before creating a piece of art?* *How can different media be used to create a different effect or further individual expression?* *What mood or message is conveyed through movements in this work of art?* *Why do you prefer some objects over others?*

Students will know: Fine craftsmanship skills Art elements and principles of design Vocabular: Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Complete a molded hand plaster design of the students hand Students will explore different ways to create a 3- dimensional hand Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Mosaic Rubrics

Formative Assessments:

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

Common Benchmark Assessments: Mosaic Rubric

Alternative Assessments:
Students can make mosaics out of pre-cut paper
Students can apply simple pre-cut tile pieces to a pre-drawn design

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create a unique mosaic	● Research visual imagery for mosaic ● Gather reference images ● Consider simple and bold designs before starting sketches. ● Students with disabilities may look through mosaics designs from years past in order to gather a greater understanding of the assignment.	1 block
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating a mosaic design	● Color, line, shape, form, texture with regards to mosaic design ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to Printmaking Design	All 8 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting glass colors	● Various cutting glass exploration and application ● Various gluing glass exploration and application ● Streamline adjustments for assistance with disabilities ● Glass cutting assists adjustments for assistance with disabilities.	All 8 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	● Participation in a group critique of completed printmaking ● Notes taken ● Reflection	1 block

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

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

Students with Disabilities
Provide step-by-step visual guides and video demonstrations for complex 3-D and sculpture techniques (modeling clay, plaster, wire, kinetic sculpture).
Use adaptive tools (ergonomic sculpting tools, lightweight materials, textured grips) and accessible workspaces.
Break multi-step projects into smaller, manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)
Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Integrate multicultural sculpture examples and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like kinetic, figurative, and mixed-media sculpture.

Students at Risk of Failure

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

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

Gifted & Talented Students
Encourage independent projects exploring advanced sculpture techniques, large-scale works, or mixed-media experimentation.
Offer research opportunities on historical and contemporary sculptors or diverse cultural traditions.
Support advanced surface design, kinetic elements, and multi-material integration.
Provide leadership opportunities in peer mentoring, studio setup, or demonstrations.
Promote portfolio development, exhibitions, and participation in competitions or community art events.

Stage 1 Desired Results

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

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

Unit Learning Targets

NJSLS Standards:
1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science & Design Thinking *(CS & DT)*:
8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

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

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
What can inspire an artist? *Are some media better than others to communicate particular ideas and emotions to particular audiences?* *How can we use design principles to organize ideas?* *Why do certain themes recur in art?* *How do the use of art elements and design principles develop into styles and artistic processes?* *How do artists interpret/express themes through the use of traditional and new materials and methodologi**es?***	*Historically and culturally diverse art meda, styles and techniques impact originality and interpretation of the artistic statement.* *Artists interpret and render themes using traditional art media and methodology as well as new art media and methodologies. Culturally and historically diverse media, styles and techniques impact originality and interpretation of the artistic statement.* *2D and 3D artworks can be rendered culturally specific by using tools, techniques, styles, materials and methodologies that are germane to a particular style.*
Students will know:	**Students will be able to:**

Explore and develop with multiple sketches. Select their best idea from their sketchbook. Demonstrate good craftsmanship. Use and practice art elements as a language in critiques. Infuse color theory with the skills and mastery of making art. Experiment with a variety of artistic techniques. Create a finished 3D portfolio to include: Printmaking editions, Sculptural Day of the Dead forms, mixed media artworks and mosaics. Students will design in metal and with the use of wire to create a mobile. Fine craftsmanship skills Art elements and principles of design Vocabulary: ● Plaster Craft ● Positive and negative space ● Paper mache ● Draping ● Incising ● Sculpture ● Mobile ● Symbolism ● Embellishment ● Polymer Clay ● Alexander Calder ● Armature ● Kinetic ● Stabile ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	Create a mobile from metal and mixed media that exemplifies what they have taken in from exploring methodologies. Research and gather reference images to create a unique mobile. Design and build a mobile according to set of goals Participate in constructive critique with peers, reflection terms of cross-cultural issues that apply Make the aesthetic and functional decisions necessary for the design of a thoughtfully conceived mobile. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments: Mobile Rubric

Formative Assessments:

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

Common Benchmark Assessments:
Mobile Rubric

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

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create a mobile inspired by the influence of many Alexander Calder and mobiles from mixed media.	• Create a drawing of visual components that should appear on your mobile in order to create dimension • Look over mobile YouTubes for research and inspiration • Use mixed media to create a mobile using paper, tin foil, layering techniques. • Assist students with disabilities with the use of pre-made mobiles for better understanding	1 block
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of mobile design	• Color, line, shape, form, texture with regards to mobile design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to making a 3-dimensional mobile using mixed media.	All 6 blocks

1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when adding color application that will create a mixed media mobile	• Various building exploration and application with metal • Various painting exploration and application • Various embellishment and application • Streamline adjustments for assistance with disabilities • Pre assembled mobile for assistance with disabilities.	All 6 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of mask • Notes taken • Reflection	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
YouTubeTutorials *Pinterest* *Examples from previous students and teacher* *Metal* *Plaster* *Newspaper* *Various wire gages* *Wire cutters* *Foil* *Palettes* *Foam Heads* *Polymer clay*	

Assorted armature *Chicken wire* *Paint* *Beads* *Feathers*	

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

Students with Disabilities
Provide step-by-step visual guides and video demonstrations for complex 3-D and sculpture techniques (modeling clay, plaster, wire, kinetic sculpture).
Use adaptive tools (ergonomic sculpting tools, lightweight materials, textured grips) and accessible workspaces.
Break multi-step projects into smaller, manageable tasks with clear instructions and checklists.
Allow extended time for construction, drying, and finishing processes.
Modify assessments to emphasize creativity, effort, and craftsmanship over technical perfection.

English Language Learners (ELLs)
Provide bilingual labels and visual vocabulary cards for materials, tools, and techniques.
Use demonstration-based instruction with minimal text-heavy directions.
Encourage peer collaboration and use sentence stems or visuals for reflections and critiques.
Integrate multicultural sculpture examples and artist studies for cultural relevance.
Provide step-by-step visual guides for advanced techniques like kinetic, figurative, and mixed-media sculpture.

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

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

Gifted & Talented Students

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