Board Approval Date: 8/23/2022 Updated: 11/18/2025
Course Title: Art 5
Course Description: Students will develop their skills in the art using foundational concepts related to all artistic disciplines. Class meets once per week.

Course Sequence & Pacing			
Estimated Number of Weeks	**Marking Period 1**	**Estimated Number of Weeks**	**Marking Period 3**
8	Unit 1: Lines	10	Unit 4: Color and Value
2	Unit 2: Space		
Estimated Number of Weeks	**Marking Period 2**	**Estimated Number of Weeks**	**Marking Period 4**
6	Unit 2: Space	10	Unit 5: Texture
8	Unit 3: Shape and Form		

Unit 1

Stage 1 Desired Results

Unit Title 1: Lines

Unit Summary: Students will explore the artistic structure offered by lines and the formation of lines. Students will develop appreciation for how lines underpin many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Re7b: Analyze visual arts including cultural associations.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:	
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	
Computer Science & Design Thinking *(CS & DT)*:	
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data	
Interdisciplinary Connections	
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
Climate Change:	
1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.	
Unit Essential Questions: What is art? How do I express myself through art?	**Unit Enduring Understandings:** Art is what I make of it. I share myself through my creations.
Students will know: Scissors Lines Shapes Glue Tools Paper Ruler	**Students will be able to:** How to cut paper How to draw shapes How to recognize shapes Use glue effectively Create pattern Use ruler for line drawing Develop line experience further to produce more depth

Stage 2 Assessment Evidence

Summative Assessments:

Famous Artist Exemplar Project

Student Portfolio

Formative Assessments:
Teacher observation
Task attempts
Transfer Tasks

Common Benchmark Assessments:
Famous Artist Exemplar Project
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr1c	Experiment with line to create implied texture. Utilize line to create shape. Discover how line can be used to fill space. Understand how colors and values can	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2

	be used to create line.		
1.5.5.Pr4a 1.5.5.Pr5a 9.2.5.CAP.1 8.1.5.DA.5 RL.5.7	Analyze how line can create balance. Judge in other pieces of art the emphasis on straight and curved lines and their repetition. Identify vertical, horizontal, diagonal, curved, thick, and thin lines in artwork. Apply lines to make a two dimensional shape become a three dimensional form. Explain where we see straight, curved, zig-zag, wavy, jagged, dotted, and dashed lines in the world around us. Work with a variety of materials and processes.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
1.5.5.Re7b 1.5.5.Cn11b RL.5.7	Comprehend that people have different views about art. Observe and appreciate works of art and beauty in the world around you. Compare varieties of lines in Van Gogh's	• Refocus students work in line with established techniques • Develop student self efficacy • Build foundational knowledge in content for future learning.	2

	work. Draw a fantasy garden using a variety of art mediums and application methods. Comprehend how art works express feelings and moods. Make general statements or generalizations about art. Use dialogue skills as a mode of aesthetical inquiry. Demonstrate comprehension of a common art vocabulary. Comprehend reasons why description of an artwork is necessary before making an interpretation or a judgment about the artwork.		

Core Instructional & Supplemental Materials
scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

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

Specific Strategies and Practices that Support Students with Disabilities:

- **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions.
- **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven).
- **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups.
- **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush).
- **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").
- **Communication:** Use gestures, facial expressions, and pointing during demonstrations. Utilize translation apps for quick one-word material labels. Pair with a bilingual or supportive peer for process clarification.
- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

Specific Strategies and Practices that Support Students at Risk of Failure:

- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
- **Product/Criteria:** Lower the number of required elements or repetitions (e.g., 3 texture rubbings instead of 6). Shorten the project or allow for a simpler version of the technique.

- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill.
- **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint).
- **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.
- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").
- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.
- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 2

Stage 1 Desired Results

Unit Title 2: Space

Unit Summary: Students will explore the artistic structure offered by space. Students will develop appreciation for how space underpins many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Re7b: Analyze visual arts including cultural associations.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Interdisciplinary Connections

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Climate Change:

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
What is art? How do I express myself through art?	Art is what I make of it. I share myself through my creations.
Students will know:	**Students will be able to:**
Scissors Lines	How to cut paper How to draw shapes

Shapes Glue Tools Paper Ruler	How to recognize shapes Use glue effectively Create pattern Use ruler for line drawing Develop line experience further to produce more depth

Stage 2 Assessment Evidence

Summative Assessments:
Famous Artist Exemplar Project
Student Portfolio

Formative Assessments:
Teacher observation
Task attempts
Transfer Tasks
Journal

Common Benchmark Assessments:
Famous Artist Exemplar Project
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr1c	Draw an abstract musical instrument. Incorporate geometric shapes into works of art. Determine that art is expressive. Participate in dialogue that encourages the development of decision making skills.	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2
1.5.5.Pr4a 1.5.5.Pr5a 9.2.5.CAP.1 8.1.5.DA.5 RL.5.7	Demonstrate use of fluent and flexible thinking. Develop confidence in works of self-expression. Identify and discuss the physical properties of an artwork when talking or writing about art.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
1.5.5.Re7b 1.5.5.Cn11b RL.5.7	Comprehend that a designer is a problem	• Refocus students work in line with established techniques • Develop student self efficacy	2

	solver. Recognize that a designer often uses available natural resources.	• Build foundational knowledge in content for future learning.	

Core Instructional & Supplemental Materials
scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: • **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions. • **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven). • **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups. • **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush). • **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").
- **Communication:** Use gestures, facial expressions, and pointing during demonstrations. Utilize translation apps for quick one-word material labels. Pair with a bilingual or supportive peer for process clarification.
- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

Specific Strategies and Practices that Support Students at Risk of Failure:

- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
- **Product/Criteria:** Lower the number of required elements or repetitions (e.g., 3 texture rubbings instead of 6). Shorten the project or allow for a simpler version of the technique.
- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill.
- **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint).
- **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.

- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").
- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.
- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 3

Stage 1 Desired Results

Unit Title 3: Shape and Form

Unit Summary: Students will explore the artistic structure offered by shape and form. Students will develop appreciation for how shape and form underpin many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Re7b: Analyze visual arts including cultural associations.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Interdisciplinary Connections

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Climate Change:

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.	
Unit Essential Questions: What is art? How do I express myself through art?	**Unit Enduring Understandings:** Art is what I make of it. I share myself through my creations.
Students will know: Scissors Lines Shapes Glue Tools Paper Ruler Color Value Shape Expression Collage	**Students will be able to:** How to cut paper How to draw shapes How to recognize shapes Use glue effectively Create pattern Use ruler for line drawing Develop line experience further to produce more depth Identify examples of shape, repetition, and value. Change the value of color. Compare your collage to a Historical artist. Demonstrate an awareness that artworks have meanings, depending on the viewers and their culture, experiences, and the time they live. Comprehend that a designer is a problem solver. Identify and discuss the expressive properties of a work of art. Acquire organizational skills in using art materials. Demonstrate the ability to use art materials and tools safely.

Stage 2 Assessment Evidence

Summative Assessments:

Famous Artist Exemplar Project

Student Portfolio

Formative Assessments:
Teacher observation
Task attempts
Transfer Tasks
Journal

Common Benchmark Assessments:
Famous Artist Exemplar Project
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr1c	Draw an abstract musical instrument. Incorporate geometric shapes into works of art. Determine that art is expressive. Participate in dialogue that encourages the development of decision making	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2

	skills.		
1.5.5.Pr4a 1.5.5.Pr5a 9.2.5.CAP.1 8.1.5.DA.5 RL.5.7	Demonstrate use of fluent and flexible thinking. Develop confidence in works of self-expression. Identify and discuss the physical properties of an artwork when talking or writing about art.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
1.5.5.Re7b 1.5.5.Cn11b RL.5.7	Comprehend that a designer is a problem solver. Recognize that a designer often uses available natural resources. Compare your collage to a Historical artist. Demonstrate an awareness that artworks have meanings, depending on the viewers and their culture, experiences, and the time they live. Comprehend that a designer is a problem solver. Identify and discuss the expressive properties of a work of art.	• Refocus students work in line with established techniques • Develop student self efficacy • Build foundational knowledge in content for future learning.	2

	Acquire organizational skills in using art materials. Demonstrate the ability to use art materials and tools safely.		

Core Instructional & Supplemental Materials

scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

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

Specific Strategies and Practices that Support Students with Disabilities:

- **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions.
- **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven).
- **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups.
- **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush).
- **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").
- **Communication:** Use gestures, facial expressions, and pointing during demonstrations. Utilize translation apps for quick one-word material labels. Pair with a bilingual or supportive peer for process clarification.
- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

Specific Strategies and Practices that Support Students at Risk of Failure:

- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
- **Product/Criteria:** Lower the number of required elements or repetitions (e.g., 3 texture rubbings instead of 6). Shorten the project or allow for a simpler version of the technique.
- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill.
- **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint).
- **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.

- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").
- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.
- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 4

Stage 1 Desired Results

Unit Title 4: Color and Value

Unit Summary: Students will explore the artistic structure offered by color and value. Students will develop appreciation for how color and value underpin many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Re7b: Analyze visual arts including cultural associations.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events

Interdisciplinary Connections

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

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Interdisciplinary Connections

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Climate Change:

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.	
Unit Essential Questions: What is art? How do I express myself through art?	**Unit Enduring Understandings:** Art is what I make of it. I share myself through my creations.
Students will know: Scissors Lines Shapes Glue Tools Paper Ruler Color Value Shape Expression Collage	**Students will be able to:** How to cut paper How to draw shapes How to recognize shapes Use glue effectively Create pattern Use ruler for line drawing Describe art elements and principles in environment. Recognize fine art and functional art. Examine and respond to works of art. Demonstrate concern for the final appearance of artwork. Explore painting techniques. Change the value of color. Discuss expressive qualities of color. Comprehend how art works express feelings and moods. Use dialogue skills as a mode of aesthetic inquiry. Identify symbols in a work of art.

Stage 2 Assessment Evidence

Summative Assessments:
Famous Artist Exemplar Project
Student Portfolio

Formative Assessments:
Teacher observation
Task attempts
Transfer Tasks
Journal

Common Benchmark Assessments:
Famous Artist Exemplar Project
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr1c	Draw an abstract musical instrument. Incorporate geometric shapes into works of art. Determine that art is expressive. Participate in dialogue that encourages the development of decision making skills.	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2
1.5.5.Pr4a 1.5.5.Pr5a 9.2.5.CAP.1 8.1.5.DA.5 RL.5.7	Demonstrate use of fluent and flexible thinking. Develop confidence in works of self-expression. Identify and discuss the physical properties of an artwork when talking or writing about art.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
1.5.5.Re7b 1.5.5.Cn11b RL.5.7	Comprehend that a designer is a problem solver. Recognize that a designer often uses available natural resources.	• Refocus students work in line with established techniques • Develop student self efficacy • Build foundational knowledge in content for future learning.	4

	Compare your collage to a Historical artist. Describe art elements and principles in environment. Recognize fine art and functional art. Examine and respond to works of art. Demonstrate concern for the final appearance of artwork. Explore painting techniques. Change the value of color. Discuss expressive qualities of color. Comprehend how art works express feelings and moods. Use dialogue skills as a mode of aesthetic inquiry. Identify symbols in a work of art.		

Core Instructional & Supplemental Materials

scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

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

Specific Strategies and Practices that Support Students with Disabilities:

- **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions.
- **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven).
- **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups.
- **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush).
- **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").
- **Communication:** Use gestures, facial expressions, and pointing during demonstrations. Utilize translation apps for quick one-word material labels. Pair with a bilingual or supportive peer for process clarification.
- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

Specific Strategies and Practices that Support Students at Risk of Failure:

- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
- **Product/Criteria:** Lower the number of required elements or repetitions (e.g., 3 texture rubbings instead of 6). Shorten the project or allow for a simpler version of the technique.
- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill.
- **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint).
- **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.
- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").
- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.
- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 5

Stage 1 Desired Results

Unit Title 5: Texture

Unit Summary: Students will explore the artistic structure offered by texture. Students will develop appreciation for how texture underpins many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

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What is art? How do I express myself through art?	Art is what I make of it. I share myself through my creations.
Students will know:	**Students will be able to:**
Scissors Lines	How to cut paper How to draw shapes

Shapes Glue Tools Paper Ruler Color Value Shape Expression Collage	How to recognize shapes Use glue effectively Create pattern Use ruler for line drawing Create textures in various ways. Repeat a design in sequence to form a pattern. Demonstrate knowledge of symmetrical and radial balance. Create a variety of lines. Properly use and care for art materials and tools. Use appropriate vocabulary relating to art experiences. Discuss the ways that art of a culture reflects its people's attitudes and beliefs. Use the elements of art to explain why you like or dislike a specific artwork. Demonstrate knowledge and use of a variety of techniques, processes and media.

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