

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Art

Grade: K-2

ABSTRACT

Study in the areas of Visual Arts provides students with many types of fine art literacy. The Elementary Art program follows a sequential format based on the elements of art and the principles of design. The focus is to cover a broad range of art and build a solid foundation for the K-12 Art program. Essex Fells School affirms that the arts contribute to the development of the whole child, and are an integral part of their education.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade K-2 Elementary Art

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Drawing September <i>(4 weeks)</i>	Painting October <i>(4 weeks)</i>	Printmaking November/December <i>(5 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Visual Arts Standards Creating 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that represents natural and	Visual Arts Standards Creating 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that	Visual Arts Standards Creating 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that represents natural and

	constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. Responding	represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.	constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. Responding
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	1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.	Responding 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.	1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i>	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to

● <i>Comprehensive Health & PE - Standard 2;</i> ● <i>Social Studies - Standard 6;</i> ● <i>World Languages - Standard 7;</i>	communicate stories, observations, and ideas connected to literature and writing. Mathematics 1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list	communicate stories, observations, and ideas connected to literature and writing. Mathematics 1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list	communicate stories, observations, and ideas connected to literature and writing. Mathematics 1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list
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	personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).	personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).	personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as artist, illustrator, animator, architect, graphic designer, and art teacher. Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as artist, illustrator, animator, architect, graphic designer, and art teacher. Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as artist, illustrator, animator, architect, graphic designer, and art teacher. Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

Integration of Computer Science and Design Thinking: Write out complete NJSLS: (Must have at least one standard from: ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Connection: Students follow sequential steps to complete drawing projects and artistic processes. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students use drawing to plan, design, revise, and communicate creative ideas.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Connection: Students follow sequential steps to complete drawing projects and artistic processes. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students use drawing to plan, design, revise, and communicate creative ideas.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Connection: Students follow sequential steps to complete drawing projects and artistic processes. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students use drawing to plan, design, revise, and communicate creative ideas.
21st Century Life and Careers: Career Education: Write out complete NJSLS: (Only include if a CTE curriculum ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Artists use drawing to communicate ideas, observations, and emotions. ● Lines, shapes, textures, and colors help artists express meaning. ● Artists improve their work through practice, experimentation, and reflection. ● Drawings can represent real objects, imaginary ideas, and	● Artists use painting to express ideas, feelings, and observations. ● Color, texture, and composition help communicate meaning in artwork. ● Artists experiment with materials and techniques to create unique artwork.	● Artists use printmaking to create multiple original works of art. ● Printmaking combines creativity, planning, and craftsmanship. ● Patterns, repetition, and texture help communicate ideas in printmaking. ● Printmaking reflects artistic traditions from many cultures and time periods.

	experiences from different cultures and time periods	Paintings reflect cultures, history, and personal experiences.	
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- How do artists use drawing to communicate ideas? - How do lines, shapes, and colors help create meaning in artwork? - How can practice and reflection improve an artist's work?	- How do artists use paint to express ideas and emotions? - How do color and painting techniques affect a work of art? - How do artists improve their work through practice and reflection?	- How do artists create multiple prints from one design? - How do patterns, repetition, and texture make artwork interesting? - How do artists use printmaking to communicate ideas and tell stories?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i> <i>2. Summative,</i> <i>3. Alternative - Performance/Project)</i> <i>4. Benchmark)</i>	Formative Assessments - Teacher observations - Sketchbook entries - Class discussions - Exit reflections - Peer critiques - Work samples - Checklists Summative Assessments - Portfolio of drawings - Self-portrait - Landscape or cityscape - Contour drawing - Drawing demonstrating the Elements of Art and Principles of Design Alternative Assessments - Student conferences - Artist statements	Formative Assessments - Teacher observations - Work samples - Sketchbook planning - Class discussions - Peer critiques - Self-reflections - Exit tickets Summative Assessments - Finished painting demonstrating color theory and craftsmanship. - Self-portrait or landscape painting. - Painting portfolio. - Artist statement describing artistic choices. Alternative Assessments	Formative Assessments - Teacher observations - Work samples - Sketches and print planning - Class discussions - Peer critiques - Self-reflections - Exit tickets Summative Assessments - Finished monoprint or relief print. - Repeating pattern print project. - Printmaking portfolio. - Artist statement describing artistic choices and printmaking techniques. Alternative Assessments - Student conferences

	• Digital portfolios • Performance-based demonstrations • Individual goal reflections Benchmark Assessments • Create an original drawing using a variety of lines, shapes, and colors. • Complete a drawing from observation (e.g., self-portrait, still life, or nature). • Demonstrate understanding of the Elements of Art through a finished drawing. • Participate in an artist critique by discussing artwork using simple art vocabulary. • Maintain a portfolio that shows growth in drawing skills, creativity, and craftsmanship.	• Student conferences • Digital portfolios • Performance-based demonstrations • Individual goal reflections • Collaborative painting projects Benchmark Assessments • Create an original painting using color mixing and painting techniques. • Demonstrate understanding of color theory by mixing primary and secondary colors. • Apply the Elements of Art and Principles of Design in a finished painting. • Participate in an artist critique using appropriate art vocabulary. • Maintain a portfolio demonstrating growth in painting skills and craftsmanship.	• Digital portfolios • Performance-based demonstrations • Individual goal reflections • Collaborative printmaking projects Benchmark Assessments • Create an original print using a simple printmaking process. • Demonstrate repetition and pattern by producing multiple prints from one design. • Apply the Elements of Art and Principles of Design in a finished print. • Participate in an artist critique using appropriate art vocabulary. • Maintain a portfolio demonstrating growth in printmaking skills and craftsmanship.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i>	Learning Activities/Content Students explore a variety of drawing techniques while developing fine motor skills, creativity, observation, and artistic expression. Students experiment with different drawing materials and use the elements of art	Learning Activities/Content Students explore painting through observation, experimentation, and creative expression while developing an understanding of color theory, painting techniques, and artistic craftsmanship.	Learning Activities/Content Students explore a variety of printmaking processes while developing creativity, fine motor skills, and an understanding of repetition, pattern, and texture. Students experiment with different

● <i>Holocaust Law</i> ● <i>LGBTQ/Disabilities Law</i>	and principles of design to create original works of art. Learning Activities ● Explore a variety of line types (straight, curved, zig-zag, wavy, dashed). ● Create geometric, organic, and invented shapes. ● Draw from direct observation. ● Create imaginative drawings. ● Complete contour line drawings. ● Draw portraits and self-portraits. ● Create landscapes, seascapes, and cityscapes. ● Explore one-point perspective. ● Practice simple gesture drawings. ● Create patterns using repeated lines and shapes. ● Apply texture through a variety of drawing techniques. ● Explore highlighting and shading. ● Blend and layer colors using drawing media. ● Practice placing objects within the foreground, middle ground, and background. ● Participate in class critiques and artist reflections.	Learning Activities ● Explore tempera, watercolor, and acrylic paints. ● Experiment with paintbrushes, sponges, cotton swabs, and other painting tools. ● Practice proper brush care and safe use of materials. ● Mix primary colors to create secondary colors. ● Create tints, shades, and tones. ● Explore warm and cool colors. ● Practice wet-on-wet and wet-on-dry watercolor techniques. ● Create crayon paintings. ● Explore pointillism. ● Paint landscapes, seascapes, still lifes, and imaginative scenes. ● Paint portraits and self-portraits. ● Experiment with painting on different surfaces including paper and canvas. ● Participate in artist critiques and self-reflections. ● Study paintings from different cultures and historical periods.	printmaking tools and materials and investigate printmaking from historical and cultural perspectives. Learning Activities ● Create image transfers using simple printmaking techniques. ● Explore monoprinting using found objects. ● Create textured rubbings with crayons and natural materials. ● Experiment with stamping to create repeated patterns. ● Explore additive and subtractive printmaking techniques. ● Create relief prints using scratch foam or simple printing plates. ● Learn to apply ink using a brayer. ● Print multiple copies from one printing plate. ● Explore symmetry, repetition, rotation, and pattern in printmaking. ● Create seasonal, nature, and cultural-themed prints. ● Participate in artist critiques and self-reflections. ● Study printmaking traditions from different cultures and historical periods.
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	- Study drawings created by artists from different cultures and historical periods. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Create artwork inspired by students' personal experiences, families, and communities. - Explore drawings created by artists from diverse cultures, backgrounds, and historical periods. - Encourage students to appreciate different artistic styles and perspectives. - Foster respectful discussions about artwork while valuing each student's unique creative voice.	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Create artwork inspired by students' personal experiences, families, and communities. - Explore paintings created by artists from diverse cultures, backgrounds, and historical periods. - Encourage students to appreciate different artistic styles and perspectives. - Foster respectful discussions about artwork while valuing each student's creative voice. - Ensure all students have opportunities to express themselves through painting.	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Create prints inspired by students' families, cultures, and communities. - Explore printmaking traditions from cultures around the world. - Encourage students to appreciate different artistic styles and creative ideas. - Foster respectful collaboration and discussions during printmaking activities. - Ensure all students have opportunities to express themselves through printmaking.
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	• Ensure all students have opportunities to express themselves through drawing. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • Study artwork created by Black artists and illustrators. • Discuss how artists from diverse cultures communicate stories, traditions, and experiences through drawing. • Create artwork inspired by artists who have contributed to American history and culture. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • Study paintings created by Black artists and illustrators. • Discuss how artists from diverse cultures communicate history, traditions, and experiences through painting. • Create artwork inspired by artists who have contributed to American history and culture. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Explore artwork that communicates kindness, empathy, hope, and community.	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • Study printmakers and artists of African American heritage and their contributions to art. • Explore how printmaking has been used to communicate stories, traditions, and important historical events. • Create prints inspired by artists from diverse cultural backgrounds. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Explore artwork that promotes kindness, empathy, fairness, and community.
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	● Explore artwork that demonstrates kindness, empathy, respect, and community. ● Discuss how art can communicate feelings, experiences, and hope. ● Encourage respectful conversations about different perspectives through art.	● Discuss how artists use painting to express feelings and tell stories. ● Encourage respectful conversations about different perspectives through art.	● Discuss how artists use printmaking to communicate ideas and preserve history. ● Encourage respectful collaboration and appreciation of diverse perspectives.
Resources: <i>(Include names of texts and all online resources)</i>	Resources ● Pencils ● Colored pencils ● Markers ● Crayons ● Oil pastels ● Chalk pastels ● Charcoal ● Drawing paper ● Sketchbooks ● Mirrors for self-portraits ● Still-life objects ● Photographs ● Posters and reproductions of artwork ● Children's literature ● Smartboard ● iPads ● Digital drawing applications ● Museum virtual tours ● Community artist presentations	Resources ● Watercolor paints ● Tempera paints ● Acrylic paints ● Paintbrushes (various sizes) ● Water containers ● Mixing trays/palettes ● Sponges ● Cotton swabs ● Popsicle sticks ● Crayons (for resist painting) ● Oil pastels ● Watercolor paper ● Canvas panels ● Construction paper ● Smocks ● Smartboard ● iPads and digital art resources ● Posters and artwork reproductions ● Children's literature ● Museum virtual tours	Resources ● Printing ink ● Tempera paint ● Brayers ● Scratch foam printing plates ● E-Z Cut printing blocks ● Styrofoam trays ● Printing paper ● Construction paper ● Found objects for stamping ● Leaves, fabric, textured materials for rubbings ● Crayons ● Markers ● Sponges ● Paint trays ● Rollers ● Smartboard ● iPads and digital art resources ● Posters and artwork reproductions ● Children's literature

	Recommended Text • <i>The Dot</i> by The Dot • <i>Ish</i> by Ish • <i>Beautiful Oops!</i> by Beautiful Oops! • <i>Lines That Wiggle</i> by Lines That Wiggle • <i>The Noisy Paint Box</i> by The Noisy Paint Box • <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i> by Radiant Child: The Story of Young Artist Jean-Michel Basquiat • <i>Maybe Something Beautiful</i> by Maybe Something Beautiful	• Community artist presentations Recommended Text • <i>Mouse Paint</i> • <i>Mix It Up!</i> • <i>The Noisy Paint Box</i> • <i>The Dot</i> • <i>Beautiful Oops!</i> • <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i> • <i>Maybe Something Beautiful</i>	• Museum virtual tours • Community artist presentations Recommended Texts • <i>The Printmaking Bible (teacher reference)</i> • <i>Beautiful Oops!</i> • <i>The Dot</i> • <i>Ish</i> • <i>The Noisy Paint Box</i> • <i>Maybe Something Beautiful</i>
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups

	• Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing	• Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing	• Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing
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	• Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	• Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	• Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions
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Unit of Study: <i>(Pacing Guide/Scope</i>	Collage	Sculpture / 3-D Design	Fiber Arts
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& Sequence - Specify time frame by days or weeks)	January (4 weeks)	February (4 weeks)	March (4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Visual Arts Standards Creating 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make	Visual Arts Standards Creating 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make	Visual Arts Standards Creating 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make

	something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. Responding 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. Responding 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. Responding 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
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	1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.	1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.	1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to communicate stories, observations, and ideas connected to literature and writing. Mathematics	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to communicate stories, observations, and ideas connected to literature and writing. Mathematics	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to communicate stories, observations, and ideas connected to literature and writing. Mathematics

	1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
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	Science K-2-ETS1-2: Develop simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Connection: Students design and construct three-dimensional models inspired by plants, animals, habitats, landforms, buildings, and engineering concepts while exploring balance and structures, weather, and seasonal changes. Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).	Science K-2-ETS1-2: Develop simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Connection: Students design and construct three-dimensional models inspired by plants, animals, habitats, landforms, buildings, and engineering concepts while exploring balance and structures, weather, and seasonal changes. Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).	Science K-2-ETS1-2: Develop simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Connection: Students design and construct three-dimensional models inspired by plants, animals, habitats, landforms, buildings, and engineering concepts while exploring balance and structures, weather, and seasonal changes. Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation &	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as collage artist, illustrator, graphic designer, museum educator, art teacher, and mixed-media artist.	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as sculptor, ceramic artist, industrial designer, architect, museum educator, art teacher, and product designer.	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as textile designer, fashion designer, fiber artist, quilter, costume designer, museum educator, and art teacher.

<i>Training; or</i> ● 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: (Must have at least one standard from: ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.2.AP.4: Break down tasks into a sequence of ordered steps. Connection: Students follow sequential steps to complete drawing projects and artistic processes. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students experiment with arranging, layering, and revising materials to communicate ideas and solve creative design challenges.	Computer Science 8.1.2.AP.4: Break down tasks into a sequence of ordered steps. Connection: Students follow a sequence of steps to design, build, evaluate, and refine three-dimensional artwork. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students plan, construct, test, revise, and improve sculptures while solving creative design challenges using a variety of materials.	Computer Science 8.1.2.AP.4: Break down tasks into a sequence of ordered steps. Connection: Students follow a sequence of steps to plan, weave, stitch, evaluate, and improve fiber art projects. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students design and create woven and stitched artworks by testing materials, solving design challenges, and revising their work to improve the final product.
21st Century Life and Careers: Career Education: Write out complete NJSLS: (Only include if a CTE curriculum ● 9.3 Career and Technical	N/A	N/A	N/A

<i>Education)</i>			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Artists use collage to communicate ideas, stories, and emotions. - Layering, overlapping, and arranging materials help create interesting compositions. - Artists use a variety of materials to create original works of art. - Collage reflects artistic traditions from different cultures and historical periods.	- Artists use sculpture and three-dimensional design to communicate ideas, stories, and emotions. - Artists use form, texture, balance, and space to create three-dimensional artwork. - Sculptures are created by building, shaping, joining, and refining materials. - Sculpture reflects cultures, traditions, and history from around the world.	- Artists use fibers and textiles to create functional and decorative works of art. - Fiber artists use texture, pattern, color, and line to communicate ideas. - Weaving, stitching, and textile techniques require planning, patience, and craftsmanship. - Fiber arts reflect traditions, cultures, and communities around the world.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- How do artists use collage to express ideas? - How do layering and arrangement change a work of art? - How can different materials be combined to create something new?	- How do artists create three-dimensional works of art? - How do form, texture, and space help communicate ideas? - How do artists use different materials and techniques to solve creative problems?	- How do artists use fibers and textiles to create works of art? - How do texture, pattern, and line make fiber art unique? - How do artists use weaving and stitching techniques to communicate ideas?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i> <i>2. Summative,</i> <i>3. Alternative - Performance/Project)</i>	Formative Assessments - Teacher observations - Work samples - Planning sketches - Class discussions - Peer critiques - Self-reflections	Formative Assessments - Teacher observations - Planning sketches - Work samples - Class discussions - Peer critiques - Self-reflections	Formative Assessments - Teacher observations - Work samples - Sketches and print planning - Class discussions - Peer critiques - Self-reflections

4. Benchmark)	- Exit tickets Summative Assessments - Finished collage demonstrating layering and composition. - Portrait or landscape collage. - Mixed-media collage project. - Portfolio of collage artwork. - Artist statement describing artistic choices. Alternative Assessments - Student conferences - Digital portfolios - Performance-based demonstrations - Individual goal reflections - Collaborative collage mural or class project Benchmark Assessments - Create an original collage using a variety of materials and layering techniques. - Demonstrate understanding of shape, texture, and space in a finished collage. - Apply the Elements of Art and Principles of Design in a collage composition. - Participate in an artist critique using appropriate art vocabulary.	- Exit tickets Summative Assessments - Finished clay or mixed-media sculpture. - Three-dimensional design project demonstrating construction techniques. - Sculpture portfolio. - Artist statement describing artistic choices and techniques. Alternative Assessments - Student conferences - Digital portfolios - Performance-based demonstrations - Individual goal reflections - Collaborative sculpture or installation project - Participate in an artist critique using appropriate art vocabulary. - Maintain a portfolio demonstrating growth in painting skills and craftsmanship. Benchmark Assessments - Create an original three-dimensional sculpture using a variety of materials and construction techniques.	- Exit tickets Summative Assessments - Finished woven or stitched fiber art project. - Cardboard loom weaving or paper weaving project. - Fiber arts portfolio. - Artist statement describing artistic choices and techniques. Alternative Assessments - Student conferences - Digital portfolios - Performance-based demonstrations - Individual goal reflections - Collaborative weaving or textile mural project Benchmark Assessments - Create an original weaving or fiber artwork using the over-under weaving technique or basic stitching. - Demonstrate understanding of texture, pattern, and line in a finished fiber arts project. - Apply the Elements of Art and Principles of Design in a fiber artwork. - Participate in an artist critique using appropriate art vocabulary.
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	● Maintain a portfolio demonstrating growth in collage skills and craftsmanship.	● Demonstrate understanding of form, texture, and balance in a finished sculpture. ● Apply the Elements of Art and Principles of Design in a three-dimensional artwork. ● Participate in an artist critique using appropriate art vocabulary. ● Maintain a portfolio demonstrating growth in sculpture skills, craftsmanship, and creative problem-solving.	● Maintain a portfolio demonstrating growth in fiber arts skills, craftsmanship, and creativity.
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STAGE 3: Learning Plan

Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● <i>Amistad Law</i> ● <i>Holocaust Law</i> ● <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content Students explore collage through cutting, tearing, layering, and arranging a variety of materials to create original works of art. Students develop fine motor skills while learning about composition, texture, shape, color, and space. Learning Activities ● Cut geometric and organic shapes. ● Tear paper to create textured effects. ● Practice safe scissor skills. ● Apply glue evenly and appropriately. ● Explore layering and overlapping techniques.	Learning Activities/Content Students explore sculpture and three-dimensional design through building, modeling, and constructing with a variety of materials. Students learn additive and subtractive techniques while developing craftsmanship, creativity, and problem-solving skills. Learning Activities ● Explore additive and subtractive sculpture techniques. ● Create pinch pots using clay. ● Build sculptures using coil and slab construction.	Learning Activities/Content Students explore fiber arts through weaving, stitching, and textile design while developing fine motor skills, creativity, craftsmanship, and an appreciation for cultural traditions. Students learn how artists use fibers, fabrics, and natural materials to create both functional and decorative artwork. Learning Activities ● Create simple paper weavings using the over-under technique. ● Weave yarn on cardboard looms.
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	• Create portraits and self-portraits. • Design landscapes, seascapes, and cityscapes. • Create imaginative collages such as animals or monsters. • Explore patterns through repeated shapes and colors. • Create tints and shades using layered papers. • Use natural and recycled materials in collage. • Arrange shapes to show foreground, middle ground, and background. • Participate in artist critiques and self-reflections. • Study collage artists from different cultures and historical periods. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status,	• Experiment with textures using tools and found objects. • Create impressions, incising, and graffiti designs. • Learn score-and-slip techniques for joining clay pieces. • Construct sculptures using paper mâché. • Build sculptures using recycled and found materials. • Create abstract sculptures, animals, buildings, and imaginative creations. • Paint or glaze finished sculptures. • Explore balance, stability, and structural design. • Participate in artist critiques and self-reflections. • Study sculptures from different cultures and historical periods. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all	• Explore burlap stitchery using large plastic needles and yarn. • Create wall hangings using yarn, ribbon, raffia, and natural materials. • Design textile paintings using fabric, felt, and mixed media. • Experiment with tapestry weaving. • Explore texture using fabrics, burlap, canvas, muslin, feathers, twigs, and natural materials. • Learn basic stitching techniques appropriate for primary students. • Create patterns using repeated colors and textures. • Compare natural and synthetic fibers. • Participate in artist critiques and self-reflections. • Study fiber artists and textile traditions from different cultures and historical periods. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness,
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	differing ability, immigration status, family configuration). • Create collages inspired by students' families, cultures, traditions, and communities. • Explore collage artwork created by artists from diverse backgrounds. • Encourage students to appreciate different artistic styles and perspectives. • Foster respectful collaboration and discussions about artwork. • Ensure all students have opportunities to express themselves creatively through collage. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • Study collage artists of African American heritage and their artistic contributions.	people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Create sculptures inspired by students' families, cultures, traditions, and communities. • Explore sculptures created by artists from diverse cultures and backgrounds. • Encourage students to appreciate different artistic styles and creative ideas. • Foster respectful collaboration during sculpture projects. • Ensure all students have opportunities to express themselves through three-dimensional art. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.	anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Create fiber artwork inspired by students' families, cultures, traditions, and communities. • Explore weaving, quilting, embroidery, and textile traditions from cultures around the world. • Encourage students to appreciate different artistic traditions and creative approaches. • Foster respectful collaboration while sharing materials and ideas. • Ensure all students have opportunities to express themselves through fiber arts. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or
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	• Explore how artists from diverse cultures use collage to tell stories and celebrate community. • Create collage artwork inspired by artists from a variety of cultural backgrounds. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Explore artwork that communicates kindness, empathy, inclusion, and hope. • Discuss how artists use collage to tell stories and preserve memories. • Encourage respect and appreciation for different perspectives through collaborative art activities.	• Study sculptors of African American heritage and their artistic contributions. • Explore how sculpture reflects history, culture, identity, and community. • Create artwork inspired by artists from diverse cultural backgrounds. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Explore sculpture that communicates kindness, hope, resilience, and remembrance. • Discuss how artists use sculpture to preserve history and tell meaningful stories. • Encourage empathy, inclusion, and respect through collaborative art experiences.	songs and make inferences about how they have contributed to the development of a culture's history. • Study textile artists and fiber traditions from African American communities and the African diaspora. • Explore how quilts, weaving, and textiles have been used to communicate stories, preserve traditions, and celebrate cultural identity. • Create fiber artwork inspired by artists from diverse cultural backgrounds. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Explore fiber artwork that communicates kindness, hope, resilience, remembrance, and community. • Discuss how quilts, textiles, and handmade artwork can preserve stories and memories. • Encourage empathy, respect, and inclusion through
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			collaborative fiber arts projects.
Resources: <i>(Include names of texts and all online resources)</i>	Resources • Construction paper • Colored paper • Tissue paper • Poster board • Cardboard • Newspapers • Magazines • Fabric scraps • Natural materials (leaves, twigs, flowers) • Recycled materials • Glue sticks • Liquid glue • Mod Podge • Child-safe scissors • Hole punches • Pattern paper • Smartboard • iPads and digital art resources • Posters and artwork reproductions • Children's literature • Museum virtual tours • Community artist presentations Recommended Texts • <i>The Snail and the Whale</i> (collage-style illustrations by Axel Scheffler)	Resources • Air-dry clay • Ceramic clay • Model Magic • Paper mâché materials • Cardboard • Recycled materials • Found objects • Craft sticks • Aluminum foil • Wire (teacher supervised) • Pipe cleaners • Glue • Slip • Clay tools • Texture tools (combs, shells, stamps, leaves, fabric) • Rolling pins • Glaze or tempera paint • Paintbrushes • Construction paper • Smartboard • iPads and digital art resources • Posters and artwork reproductions • Children's literature • Museum virtual tours • Community artist presentations Recommended Text	Resources • Construction paper • Yarn • Burlap • Canvas • Muslin • Fabric scraps • Felt • Thread • Ribbon • Raffia • Feathers • Twigs • Natural fibers • Plastic weaving needles • Cardboard looms • Paper weaving templates • Glue • Child-safe scissors • Hole punches • Beads (teacher supervised) • Smartboard • iPads and digital art resources • Posters and artwork reproductions • Children's literature • Museum virtual tours • Community artist presentations Recommended Texts

	• <i>Beautiful Oops!</i> • <i>The Dot</i> • <i>Ish</i> • <i>The Very Hungry Caterpillar</i> • <i>Dreaming Up: A Celebration of Building</i> • <i>Maybe Something Beautiful</i>	• <i>Dave the Potter: Artist, Poet, Slave</i> • <i>The Most Magnificent Thing</i> • <i>Dreaming Up: A Celebration of Building</i> • <i>Not a Box</i> • <i>Beautiful Oops!</i> • <i>The Dot</i> • <i>What Can You Do with a Paleta?</i>	• <i>Extra Yarn</i> • <i>The Keeping Quilt</i> • <i>Tar Beach</i> • <i>The Goat in the Rug</i> • <i>The Dot</i> • <i>Beautiful Oops!</i> • <i>Dreaming Up: A Celebration of Building</i>
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of different learning levels and

	abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing • Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading	abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing • Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading	abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing • Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading
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	material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Photography/Videography April/May <i>(8 weeks)</i>	Computer/ Digital Art June <i>(2 weeks)</i>	
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only.</i>	Creating 1.5.2.Cr1a: Engage in individual and	Creating 1.5.2.Cr1a: Engage in individual and	

<i>Only use standards that are applicable to the unit.)</i>	collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting	collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and student spaces. 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. Presenting	
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	1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. Responding 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. Responding 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	
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	1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change..	1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork. Connecting 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.	
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to communicate stories, observations, and ideas connected to literature and writing. Mathematics 1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g.,	ELA Companion SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Connection: Students use drawing to communicate stories, observations, and ideas connected to literature and writing. Mathematics 1.G.A. Reason with shapes and their attributes. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g.,	

	color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages	color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Connection: Students identify and create geometric shapes, patterns, symmetry, and spatial relationships within drawings. Comprehensive Health & PE 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). Science K-2-ETS1-2: Develop simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	
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	7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).	Connection: Students design and construct three-dimensional models inspired by plants, animals, habitats, landforms, buildings, and engineering concepts while exploring balance and structures, weather, and seasonal changes. Social Studies 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. World Languages 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).	
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: (Must have at least one standard from: ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as photographer, videographer, filmmaker, journalist, wildlife photographer, museum photographer, graphic designer, and media specialist. Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).	Career Awareness 9.2.2.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as digital artist, illustrator, graphic designer, animator, game designer, web designer, UX designer, digital media specialist, and art teacher. Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).	

	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● <i>8.1 Computer Science; or</i> ● <i>8.2 Design Thinking)</i>	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Connection: Students organize photographs into digital albums, slideshows, or simple photo stories to communicate observations and ideas. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students plan photo and video projects, select the best viewpoints, revise their work, and communicate ideas through digital media.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Connection: Students follow step-by-step processes to create digital artwork, use drawing tools, save files, edit artwork, and present finished projects. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. Connection: Students use digital tools to design artwork, revise ideas, solve creative challenges, and improve their work through feedback and reflection.	
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Artists use photography and videography to tell stories, communicate ideas, and capture moments. • Photographers and videographers make thoughtful choices about composition, light, perspective, and subject matter. • Digital tools can be used creatively and responsibly to create and share artwork. • Photography and videography document people, places, cultures, and	• Artists use digital tools and technology to create, communicate, and express ideas. • Digital artists use the Elements of Art and Principles of Design to create meaningful artwork. • Technology provides artists with new ways to explore creativity and solve design problems. • Digital art reflects cultures, communities, and artistic innovation throughout the world.	
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do photographers and videographers tell stories with images? 2. How do light, angle, and composition affect a photograph or video? 3. How can technology be used creatively and responsibly to communicate ideas?	1. How do artists use technology to create art? 2. How do digital tools help artists express ideas creatively? 3. How do the Elements of Art and Principles of Design improve digital artwork?	
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i> <i>2. Summative,</i>	Formative Assessments • Teacher observations • Work samples • Planning sketches • Class discussions	Formative Assessments • Teacher observations • Planning sketches • Work samples • Class discussions	

3. <i>Alternative - Performance/Project</i>) 4. <i>Benchmark</i>)	● Peer critiques ● Self-reflections ● Exit tickets Summative Assessments ● Photography project demonstrating composition and perspective. ● Short video project documenting a classroom activity or story. ● Digital photography portfolio. ● Artist statement describing photographic choices and creative process.. Alternative Assessments ● Student conferences ● Digital portfolios ● Performance-based demonstrations ● Individual goal reflections ● Collaborative class photo or video project Benchmark Assessments ● Create a photograph or short video demonstrating thoughtful composition and point of view. ● Demonstrate understanding of line, shape, color, texture, and space through digital images. ● Create a simple photo story or video sequence that	● Peer critiques ● Self-reflections ● Exit tickets Summative Assessments ● Finished digital illustration or painting. ● Digital self-portrait or landscape project. ● Shape-based digital design project. ● Digital art portfolio. ● Artist statement describing artistic choices and digital techniques. Alternative Assessments ● Student conferences ● Digital portfolios ● Performance-based demonstrations ● Individual goal reflections ● Collaborative digital mural or class art project Benchmark Assessments ● Create an original digital artwork using line, shape, color, and texture. ● Demonstrate understanding of the Elements of Art and Principles of Design using digital tools.	
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	communicates an idea or event. • Participate in an artist critique using appropriate visual arts vocabulary. • Maintain a digital or printed portfolio demonstrating growth in photography and videography skills.	• Create a digital contour drawing or shape-based illustration. • Participate in an artist critique using appropriate visual arts vocabulary. • Maintain a digital portfolio demonstrating growth in digital art skills, creativity, and responsible technology use.	
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>)	Learning Activities/Content Students explore photography and videography as creative forms of visual communication. Students learn how photographers and videographers use composition, perspective, lighting, and storytelling to communicate ideas while safely using age-appropriate digital devices, texture, shape, color, and space. Learning Activities • Learn basic camera safety and care. • Explore how to hold and operate a tablet or camera. • Take portraits and self-portraits.	Learning Activities/Content Students explore digital art using age-appropriate technology to create original artwork while learning the Elements of Art and Principles of Design. Students develop creativity, problem-solving, and digital citizenship skills while safely using digital tools. Learning Activities • Learn basic digital art tool safety and care. • Explore drawing tools using tablets, computers, or styluses. • Create contour line drawings digitally.	

	● Photograph landscapes, nature, school, and community. ● Capture textures, patterns, colors, and shapes. ● Explore different camera angles (high, low, close-up, bird's-eye view). ● Experiment with perspective and framing. ● Observe light, shadows, highlights, and reflections. ● Create simple photo stories using sequential images. ● Record short videos that tell a beginning, middle, and end. ● Document classroom activities, nature walks, or seasonal changes. ● Compare photographs from different cultures and historical periods. ● Participate in class critiques and self-reflections. ● Learn basic digital citizenship and responsible technology use. Note: At the K–2 level, technical concepts such as ISO, aperture, and shutter speed are introduced only through simple discussions about light and how cameras capture images rather than direct instruction. DEI Activities -	● Design portraits and self-portraits. ● Create landscapes, seascapes, and cityscapes. ● Experiment with geometric, organic, and invented shapes. ● Design original name or logo artwork. ● Create imaginary drawings using digital tools. ● Explore texture using digital brushes and patterns. ● Practice highlighting and shading using tints and shades. ● Explore color mixing with digital painting tools. ● Arrange objects to create balanced compositions. ● Participate in artist critiques and self-reflections. ● Explore examples of digital artists and digital illustrations from different cultures and time periods. ● Practice responsible digital citizenship when creating and sharing artwork. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might	
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	Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Photograph people, places, traditions, and celebrations from students' families and communities. • Explore photography and videography from diverse cultures around the world. • Encourage students to appreciate different perspectives and viewpoints. • Foster respectful collaboration and responsible sharing of digital images. • Ensure all students have opportunities to express themselves through photography and video. Amistad Law (N.J.S.A. 18A:52-16A-88)	express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Create digital artwork inspired by students' families, cultures, traditions, and communities. • Explore digital artists and illustrators from diverse cultures and backgrounds. • Encourage students to appreciate different artistic styles and perspectives. • Foster respectful collaboration and responsible technology use. • Ensure all students have opportunities to express themselves through digital art. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	
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	6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. ● Explore photographs and documentaries that celebrate African American history, leaders, artists, and communities. ● Discuss how photography helps preserve history and tell important stories. ● Create photo projects that celebrate diversity and community. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. ● Explore photographs that demonstrate kindness, respect, remembrance, and community.	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. ● Study digital artists and illustrators of African American heritage. ● Explore how digital media celebrates history, culture, and community. ● Create digital artwork inspired by artists from diverse cultural backgrounds. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples ● Explore digital artwork that promotes kindness, empathy, respect, and remembrance. ● Discuss how technology helps preserve history and share important stories. ● Encourage students to create artwork that promotes inclusion and positive citizenship.	
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	● Discuss how photographs help preserve history and teach empathy. ● Encourage students to use photography to document positive actions and acts of kindness.		
Resources: <i>(Include names of texts and all online resources)</i>	Resources ● Tablets with cameras ● Digital cameras ● Classroom laptops or Chromebooks ● Smartphones (teacher use when appropriate) ● Video recording apps ● Photo editing apps (age-appropriate) ● Smartboard ● Tripods (optional) ● Ring light or classroom lighting ● Photo printers (optional) ● Children's literature ● Museum virtual tours ● Historical photographs ● Community photographers or media specialists ● Posters demonstrating composition and camera angles ● Nature and classroom observation journals	Resources ● iPads or tablets ● Desktop or laptop computers ● Interactive Smartboard ● Digital drawing tablets ● Styluses ● Digital cameras (optional) ● Drawing and painting apps (age-appropriate) ● Graphic design software for elementary students ● Digital coloring and illustration apps ● Classroom printers (optional) ● Children's literature ● Museum virtual tours ● Digital art galleries ● Posters demonstrating the Elements of Art and Principles of Design ● Community digital artists or graphic designers ● Online tutorials and instructional videos (teacher selected)	

	Recommended Texts ● <i>Flashlight</i> ● <i>Shadow</i> ● <i>Windows</i> ● <i>A Life Made by Hand: The Story of Ruth Asawa</i> ● <i>The Dot</i> ● <i>Beautiful Oops!</i> ● <i>Maybe Something Beautiful</i>	● School-approved cloud storage or digital portfolio platform Recommended Text ● <i>The Dot</i> ● <i>Ish</i> ● <i>Beautiful Oops!</i> ● <i>What Do You Do With an Idea?</i> ● <i>The Most Magnificent Thing</i> ● <i>Maybe Something Beautiful</i> ● <i>Sky Color</i>	
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language	

	● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled text ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research	● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled text ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research	
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	• Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	• Advanced problems to extend the critical thinking skills of advanced learners • Supplemental reading material for independent study • Tiered assignments • Topic selection by interest • Bloom's Taxonomy higher order thinking questions 504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	
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