

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Art

Grades: 3-5

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

Grades 3-5 Elementary Art

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Drawing September-October <i>(5 weeks)</i>	Painting October-November <i>(5 weeks)</i>	Printmaking November/December <i>(4 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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention	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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention	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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention

	and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing	and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing	and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing
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	form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.	form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.	form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
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 NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students create illustrations that communicate ideas from literature, informational texts, historical events, and personal narratives. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using	ELA Companion NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students create paintings inspired by literature, informational texts, historical events, and personal narratives. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts	ELA Companion NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students create original prints inspired by literature, informational texts, historical events, and personal narratives. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts

	informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection:Students apply geometric concepts, symmetry, measurement, scale, proportion, perspective, and spatial reasoning while creating drawings. Science 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. Comprehensive Health & PE 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). Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	(e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection:Students apply concepts of symmetry, proportion, geometry, measurement, and spatial organization while planning compositions. Science 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. Connection: Students explore color mixing, light, texture, and natural observations while creating paintings inspired by science concepts. Comprehensive Health & PE 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). Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with	(e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection:Students apply concepts of symmetry, rotation, translation, repetition, tessellation, measurement, and geometric design while creating prints. Science 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Connection: Students investigate textures, patterns in nature, natural objects, and engineering design while creating original prints. Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
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	World Languages 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	different cultural or individual perspectives. World Languages 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	
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 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers including illustrator, fine artist, architect, industrial designer, animator, comic artist, concept artist, fashion designer, and art educator. Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g.,	Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers such as painter, muralist, illustrator, fine artist, art conservator, museum curator, art educator, and set designer. Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).	Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers including printmaker, illustrator, textile designer, graphic designer, commercial artist, museum educator, print technician, and fine artist. Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g.,

	2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).	9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).	2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use digital drawing applications to create, edit, organize, and present artwork while following a structured creative process. Design Thinking 8.2.2.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. Connection: Students use the design process to plan, revise, refine, and improve drawings through observation, critique, and reflection.	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use digital painting applications to plan compositions, experiment with color palettes, and revise artwork before creating final paintings. Design Thinking 8.2.2.ED.1: Explain the functions of a system and its subsystems. Connection: Students use the design process to plan, test, revise, and refine painting compositions through experimentation and critique.	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use digital design software to plan print layouts, repeat patterns, and revise compositions before creating final prints. Design Thinking 8.2.2.ED.1: Explain the functions of a system and its subsystems. Connection: Students plan, test, revise, and improve print designs while evaluating craftsmanship, composition, and artistic effectiveness.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i>	N/A	N/A	N/A

● 9.3 Career and Technical Education)			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Artists use observation, imagination, and technical skills to communicate ideas through drawing. - Artists apply the Elements of Art and Principles of Design to create balanced and meaningful compositions. - Perspective, value, texture, and spatial relationships help create realistic and expressive artwork. - Artists study historical and contemporary works to develop their own artistic voice.	- Artists use painting techniques, color theory, and composition to communicate ideas and emotions. - Artists make intentional choices about color, value, space, and texture to create meaning. - Historical and contemporary artists influence how painting evolves across cultures and time periods. - Reflection and critique help artists improve their creative work.	- Artists use printmaking techniques to create multiple original works of art. - Printmakers make intentional decisions about design, repetition, texture, and composition to communicate ideas. - Different printmaking processes produce unique visual effects and artistic outcomes. - Historical and contemporary printmakers reflect cultures, traditions, and social ideas through their artwork.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- How do artists use drawing to communicate ideas and tell stories? - How do perspective, value, texture, and space improve a drawing? - How do artists use observation and imagination to create original artwork?	- How do artists use paint to communicate ideas and emotions? - How do color, composition, and technique influence a painting? - How do artists develop their own style while learning from other artists?	- How do artists use printmaking to communicate ideas? - How do different printmaking techniques affect the final image? - How do repetition, texture, and composition strengthen a print?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of</i>	Formative Assessments Teacher observations	Formative Assessments Teacher observations	Formative Assessments Teacher observations

<i>understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative -</i> 4. <i>Performance/Project</i> 4. <i>Benchmark)</i>	• Sketchbook entries • Class discussions • Exit reflections • Peer critiques • Work samples • Checklists Summative Assessments • Finished observational drawing. • One-point perspective project. • Portrait or self-portrait project. • Drawing portfolio. • Artist statement explaining artistic choices and techniques. Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative drawing mural or community art project Benchmark Assessments • Create an observational drawing demonstrating perspective, value, texture, and proportion. • Produce a drawing using positive and negative space	• Work samples • Sketchbook planning • Class discussions • Peer critiques • Self-reflections • Exit tickets Summative Assessments • Finished painting demonstrating composition and color theory. • Landscape, portrait, or still life painting. • Mixed-media painting project. • Painting portfolio. • Artist statement explaining artistic choices and techniques. Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative mural or large-scale painting project Benchmark Assessments • Create a painting demonstrating effective use of color theory, composition, and painting techniques.	• Work samples • Sketches and print planning • Class discussions • Peer critiques • Self-reflections • Exit tickets Summative Assessments • Relief print project. • Multi-color or layered printmaking project. • Pattern or tessellation print design. • Printmaking portfolio. • Artist statement explaining artistic choices and printmaking techniques. Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative class printmaking mural or community print project Benchmark Assessments • Create an original relief or monoprint demonstrating craftsmanship and technical skill.
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	with evidence of balanced composition. • Apply the Elements of Art and Principles of Design in a finished drawing. • Participate in formal peer critiques using appropriate art vocabulary. • Maintain a sketchbook and portfolio demonstrating growth in drawing techniques and artistic development.	• Apply tints, shades, tones, and tertiary colors accurately in original artwork. • Demonstrate understanding of the Elements of Art and Principles of Design in a finished painting. • Participate in formal critiques using appropriate visual arts vocabulary. • Maintain a portfolio demonstrating growth in painting techniques, craftsmanship, and artistic expression.	• Apply repetition, symmetry, balance, and texture to create effective print compositions. • Demonstrate understanding of printmaking vocabulary and processes. • Participate in formal critiques using appropriate visual arts terminology. • Maintain a portfolio demonstrating growth in printmaking techniques and artistic development.
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 expand drawing skills through direct observation, imagination, and technical drawing techniques while applying increasingly sophisticated artistic concepts. Students create original drawings using a variety of media while studying artists from diverse cultures and historical periods. Learning Activities • Draw from direct observation using two-dimensional and three-dimensional objects.	Learning Activities/Content Students develop advanced painting skills through observation, experimentation, and creative problem-solving. Students apply color theory, composition, and painting techniques while studying historical and contemporary artists from diverse cultures. Learning Activities • Mix primary, secondary, and tertiary colors. • Create tints, shades, and tones using paint.	Learning Activities/Content Students explore a variety of printmaking processes while developing technical skills, craftsmanship, and artistic expression. Students investigate historical and contemporary printmakers and create original prints using additive and subtractive techniques. Learning Activities • Explore relief, monoprint, stamping, rubbing, and image transfer techniques.

	• Create contour, blind contour, and gesture drawings. • Develop drawings using positive and negative space. • Practice one-point perspective to create depth. • Apply value scales using shading techniques. • Blend colors using colored pencils, oil pastels, and chalk pastels. • Explore cross-hatching, stippling, and texture techniques. • Draw portraits, self-portraits, still lifes, landscapes, and cityscapes. • Create imaginative and expressive compositions. • Develop observational sketchbooks. • Analyze master drawings from historical and contemporary artists. • Participate in peer critiques and artist reflections. • 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	• Explore complementary, analogous, warm, and cool color schemes. • Paint landscapes, seascapes, still lifes, portraits, and abstract compositions. • Practice wet-on-wet and wet-on-dry watercolor techniques. • Explore acrylic, tempera, watercolor, and mixed-media painting. • Use resist techniques with crayons and watercolor. • Apply texture using brushes, sponges, palette knives, cotton swabs, and found materials. • Explore pointillism and impressionistic painting techniques. • Study composition using foreground, middle ground, and background. • Create paintings demonstrating balance, emphasis, movement, rhythm, and contrast. • Analyze works by historical and contemporary painters. • Participate in peer critiques and artist reflections. DEI Activities - Diversity and Inclusion statute	• Create relief prints using scratch foam, printing blocks, or carved materials. • Experiment with additive and subtractive printing processes. • Design repeated patterns using symmetry, rotation, and tessellation. • Create monoprints using found objects and textured materials. • Produce rubbings from natural and manufactured textures. • Practice proper inking techniques using brayers. • Explore positive and negative space within print compositions. • Create multi-color prints using layered printing techniques. • Design prints inspired by nature, cultures, architecture, and historical symbols. • Study historical and contemporary printmakers from around the world. • Participate in peer critiques and artist reflections using printmaking vocabulary. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a)
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	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 drawings inspired by personal identity, family traditions, and community experiences. • Study artists from diverse cultures, backgrounds, and time periods. • Explore how artists communicate different perspectives through drawing. • Encourage respectful critique that values multiple viewpoints and artistic styles. • Ensure all students have opportunities to express themselves creatively. 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,	(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 paintings inspired by students' cultures, traditions, families, and communities. • Study painters representing diverse cultures, backgrounds, and artistic styles. • Explore how color and imagery communicate different perspectives and experiences. • Encourage respectful discussions that value multiple artistic viewpoints. • Ensure every student has opportunities to express creativity through painting. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and	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). • Explore printmaking traditions from diverse cultures around the world. • Study printmakers representing diverse backgrounds, identities, and artistic styles. • Create prints inspired by personal experiences, family traditions, and community. • Encourage respectful collaboration and appreciation of multiple artistic perspectives. • Ensure all students have opportunities to express creativity through printmaking. Amistad Law (N.J.S.A. 18A:52-16A-88)
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	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 African American artists and illustrators who have contributed to drawing and visual arts. ● Explore artwork that reflects African American history, culture, and achievement. ● Create drawings 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 drawings and illustrations that promote empathy, courage, kindness, and human dignity. ● Discuss how artists document history and communicate important social messages. ● Create artwork that reflects respect, inclusion, and responsible citizenship.	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 African American painters and their contributions to art and culture. ● Explore paintings that celebrate African American history and achievement. ● 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. ● Examine artwork that communicates resilience, hope, empathy, and remembrance. ● Discuss how artists preserve history and express human experiences through painting.	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 African American printmakers and their contributions to visual arts. ● Explore prints that celebrate African American history, culture, and achievement. ● Create original prints inspired by diverse artists and cultural traditions. 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. ● Examine printmaking that communicates resilience, remembrance, justice, and human dignity. ● Discuss how printmaking has been used to document history and communicate important social messages.
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		● Create paintings that promote kindness, respect, and inclusion.	● Create artwork promoting empathy, kindness, and inclusion.
Resources: <i>(Include names of texts and all online resources)</i>	Resources ● Graphite pencils (various grades) ● Colored pencils ● Markers ● Oil pastels ● Chalk pastels ● Charcoal ● Blending stumps ● Drawing paper ● Sketchbooks ● Rulers ● Viewfinders ● Still-life objects ● Mirrors for self-portraits ● Smartboard ● Tablets and digital drawing apps ● Museum virtual tours ● Artist biographies ● Online art galleries ● Community artists and museum education resources Recommended Text ● <i>Drawing on the Right Side of the Brain (teacher resource)</i> ● <i>The Pencil</i>	Resources ● Watercolor paints ● Tempera paints ● Acrylic paints ● Watercolor paper ● Canvas panels ● Mixed-media paper ● Paintbrushes (various sizes) ● Sponges ● Palette knives ● Paint palettes ● Water containers ● Easels ● Cotton swabs ● Popsicle sticks ● Crayons (resist techniques) ● Oil pastels ● Smartboard ● Tablets with digital painting apps ● Museum virtual tours ● Artist biographies ● Art prints and posters ● Community artists and museum education resources ● Online painting demonstrations and instructional videos	Resources ● Printing ink ● Tempera paint ● Water-based block printing ink ● Brayers ● Scratch foam printing plates ● E-Z Cut printing blocks ● Linoleum substitutes (teacher use) ● Printmaking paper ● Construction paper ● Found objects ● Texture plates ● Rollers ● Rubber stamps ● Natural materials for rubbings ● Smartboard ● Tablets with digital pattern design apps ● Museum virtual tours ● Artist biographies ● Historical and contemporary print collections ● Community artists and museum education resources

	• <i>The Dot</i> • <i>Ish</i> • <i>Sky Color</i> • <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i> • <i>Through Georgia's Eyes</i>	Recommended Text • <i>The Noisy Paint Box</i> • <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i> • <i>Through Georgia's Eyes</i> • <i>Maybe Something Beautiful</i> • <i>Frida Kahlo and Her Animalitos</i> • <i>Action Jackson</i> • <i>The Iridescence of Birds</i>	• Online printmaking demonstrations and instructional videos Recommended Text • <i>The Great Wave: The Story of the Artist Hokusai</i> • <i>Action Jackson</i> • <i>Maybe Something Beautiful</i> • <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i> • <i>The Dot</i> • <i>Beautiful Oops!</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	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	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	● 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	● 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
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	• 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	• 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	• 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 & Sequence - Specify time frame by days or weeks)</i>	Collage December/ January <i>(5 weeks)</i>	Sculpture / 3-D Design January/February <i>(5 weeks)</i>	Fiber Arts February/March <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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or	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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or	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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or

	collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural	collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural	collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural
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	contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.	contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.	contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
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 NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students create collages inspired by literature, informational texts, poetry, biographies, and historical events. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection: Students apply symmetry, geometry, proportion,	ELA Companion NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students design sculptures inspired by literature, biographies, mythology, historical events, and informational texts. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection: Students apply geometry, measurement, proportion,	ELA Companion NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students create fiber artwork inspired by literature, biographies, folktales, cultural traditions, and informational texts. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection: Students apply patterns, symmetry, measurement, fractions,

	measurement, patterning, and spatial reasoning while designing collage compositions. Science 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. Connection: Students create collages inspired by ecosystems, life cycles, weather, landforms, and engineering design while exploring texture and natural materials. Comprehensive Health & PE 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). Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. World Languages 7.1.NM.IPRET.3: Identify	symmetry, balance, spatial reasoning, and geometric solids when constructing three-dimensional artwork. Science 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Connection: Students apply engineering concepts by testing structural stability, balance, material properties, and design solutions while creating sculptures. Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	sequencing, repetition, and geometric designs while weaving and constructing fiber artwork. Science 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Connection: Students investigate material properties, strength, flexibility, texture, and engineering design while selecting fibers and constructing textile projects. Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
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	familiar people, places, objects in daily life based on simple oral and written descriptions.		
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● <i>9.1 Personal Financial Literacy; or</i> ● <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> ● <i>9.4 Life Literacies & Key Skills)</i>	Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers including collage artist, mixed-media artist, illustrator, graphic designer, advertising designer, museum educator, art therapist, and fine artist. Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and	Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers including sculptor, ceramic artist, industrial designer, architect, museum curator, exhibit designer, product designer, animator, and public artist. Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and	Career Awareness 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers including textile designer, fashion designer, costume designer, fiber artist, weaver, museum conservator, interior designer, craft artist, and industrial textile designer. Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

	organizations for varying purposes. (e.g., 1.3A.5.R1a).	organizations for varying purposes. (e.g., 1.3A.5.R1a).	9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use digital tools to plan collage layouts, organize images, and revise compositions before creating final artwork. Design Thinking 8.2.2.ED.1: Explain the functions of a system and its subsystems. Connection: Students use the design process to plan, organize, revise, and improve collage compositions while evaluating craftsmanship and artistic effectiveness.	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use digital drawing or 3D modeling applications to plan sculpture designs before constructing physical artwork. Design Thinking 8.2.2.ED.1: Explain the functions of a system and its subsystems. Connection: Students plan, prototype, test, evaluate, and revise sculptures while considering structure, balance, craftsmanship, and artistic effectiveness.	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use digital tools to design weaving patterns, textile layouts, and color schemes before creating fiber artwork. Design Thinking 8.2.2.ED.1: Explain the functions of a system and its subsystems. Connection: Students plan, prototype, evaluate, and refine fiber art projects while selecting materials and improving craftsmanship.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> • 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 collage to communicate ideas by	• Artists use three-dimensional materials and design principles to communicate	• Artists use fibers, textiles, and weaving techniques to

	combining images, textures, colors, and materials. • The arrangement of shapes, space, value, and texture creates visual meaning and balance. • Artists make thoughtful choices about materials, composition, and craftsmanship to strengthen their artwork. • Historical and contemporary collage artists use a variety of materials to express personal and cultural ideas.	ideas and solve creative problems. • Sculptors make intentional choices about form, texture, balance, space, and structure to create meaningful artwork. • Sculpture reflects historical, cultural, and personal experiences across time and place. • Artists refine their work through planning, experimentation, and revision.	communicate ideas and tell stories. • Fiber artists make intentional choices about texture, pattern, color, and craftsmanship to create meaningful artwork. • Fiber arts reflect the traditions, cultures, and daily lives of people throughout history and around the world. • Artists improve their work through planning, practice, experimentation, and revision.
Essential Questions: (Follow UbD best practices in the creation of questions)	1. How do artists use collage to communicate ideas and tell stories? 2. How do layering, texture, and composition influence a collage? 3. How do artists transform everyday materials into meaningful works of art?	1. How do artists use three-dimensional materials to express ideas? 2. How do texture, form, balance, and structure affect a sculpture? 3. How do artists transform ordinary materials into meaningful works of art?	1. How do artists use fibers and textiles to express ideas? 2. How do texture, pattern, and craftsmanship contribute to fiber artwork? 3. How do fiber arts connect people, cultures, and traditions?
STAGE 2: Evidence			
Assessment & Evidence: (By what criteria will performances of understanding be judged? Include: 1. Formative, 2. Summative, 3. Alternative -	Formative Assessments • Teacher observations • Work samples • Planning sketches • Class discussions • Peer critiques	Formative Assessments • Teacher observations • Planning sketches • Work samples • Class discussions • Peer critiques	Formative Assessments • Teacher observations • Work samples • Sketches and print planning • Class discussions • Peer critiques

<i>Performance/Project)</i> 4. Benchmark)	• Self-reflections • Exit tickets Summative Assessments • Mixed-media collage project. • Portrait or landscape collage. • Recycled materials collage. • Collage portfolio. • Artist statement explaining artistic choices and techniques. Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative class collage mural or community art installation Benchmark Assessments • Create an original collage demonstrating effective use of layering, value, texture, and composition. • Apply positive and negative space to create balanced and meaningful artwork. • Demonstrate understanding of the Elements of Art and Principles of Design in a finished collage.	• Self-reflections • Exit tickets Summative Assessments • Clay sculpture project. • Mixed-media sculpture. • Paper mache or recycled materials sculpture. • Functional or abstract 3-D design project. • Artist statement explaining artistic choices, materials, and techniques. Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative sculpture installation or community art project Benchmark Assessments • Create an original sculpture demonstrating effective use of form, texture, balance, and craftsmanship. • Apply multiple sculpture techniques and appropriate artistic vocabulary.	• Self-reflections • Exit tickets Summative Assessments • Woven wall hanging project. • Textile collage or fiber painting. • Stitchery or embroidery project. • Mixed-media fiber arts portfolio. • Artist statement explaining artistic choices, techniques, and materials. Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative class weaving or community fiber arts installation Benchmark Assessments • Create an original fiber artwork demonstrating weaving, stitchery, or textile construction techniques. • Apply texture, pattern, balance, and craftsmanship using the Elements of Art and Principles of Design.
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	● Participate in formal critiques using appropriate visual arts vocabulary. ● Maintain a portfolio demonstrating growth in collage techniques, craftsmanship, and artistic development.	● Demonstrate understanding of the Elements of Art and Principles of Design in three-dimensional artwork. ● Participate in formal critiques using sculpture terminology. ● Maintain a portfolio demonstrating growth in sculpture techniques and artistic development.	● Demonstrate understanding of fiber arts vocabulary and historical influences. ● Participate in formal critiques using appropriate visual arts terminology. ● Maintain a portfolio demonstrating growth in fiber arts techniques and artistic development.
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 expand their collage skills by exploring advanced composition, layering, texture, and mixed-media techniques. Students investigate historical and contemporary collage artists while creating original works using a variety of traditional and nontraditional materials. Learning Activities ● Create collages using a variety of papers, fabrics, photographs, and found materials. ● Explore positive and negative space within compositions. ● Develop value using multiple shades and tints of color. ● Layer materials to create depth and emphasis.	Learning Activities/Content Students develop advanced sculpture and three-dimensional design skills while exploring additive and subtractive processes. Students investigate historical and contemporary sculptors and create original sculptures using traditional and nontraditional materials. Learning Activities ● Create sculptures using pinch, slab, coil, modeling, carving, and assemblage techniques. ● Explore additive and subtractive sculpture processes. ● Design sculptures inspired by nature, architecture, animals, cultures, and abstract forms.	Learning Activities/Content Students develop advanced fiber arts skills while exploring weaving, stitchery, textile design, and mixed-media fiber processes. Students investigate historical and contemporary fiber artists and create original fiber artworks using a variety of traditional and nontraditional materials. Learning Activities ● Create paper and cardboard loom weavings using over-under techniques. ● Design woven wall hangings using a variety of yarns and fibers. ● Learn basic stitchery techniques using burlap, felt, or fabric.

	• Combine geometric and organic shapes to create balanced compositions. • Create portrait, self-portrait, landscape, cityscape, and abstract collages. • Design collages inspired by nature, literature, cultures, and historical events. • Incorporate texture using recycled, natural, and mixed-media materials. • Experiment with tearing, cutting, weaving, folding, and overlapping techniques. • Study historical and contemporary collage artists from diverse cultures. • Participate in peer critiques and artist reflections using appropriate visual arts vocabulary. 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	• Apply texture using incising, stamping, impressing, carving, and sgraffito techniques. • Build structurally sound sculptures using balance and stability. • Construct relief sculptures and freestanding sculptures. • Create paper mache, recycled art, wire sculptures, and mixed-media constructions. • Apply glaze, paint, and surface decorations to enhance finished sculptures. • Investigate sculpture from ancient civilizations and contemporary artists. • Participate in critiques using sculpture vocabulary and artistic terminology. 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,	• Create textile collages and fiber paintings using mixed media. • Experiment with embroidery, simple sewing, knotting, wrapping, braiding, and weaving. • Explore texture, pattern, rhythm, and repetition through textile design. • Incorporate recycled and natural materials into fiber artwork. • Design fiber projects inspired by cultures, traditions, nature, and personal experiences. • Study historical and contemporary fiber artists from around the world. • Participate in critiques using fiber arts vocabulary and artistic terminology. 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
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	identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Create collages inspired by students' identities, families, traditions, and communities. ● Explore collage artists representing diverse cultures, identities, and artistic perspectives. ● Encourage students to appreciate different viewpoints through collaborative discussions and critiques. ● Incorporate recycled and culturally meaningful materials into artwork. ● Ensure every student has opportunities to express creativity and personal experiences. 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.	ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Study sculptors representing diverse cultures, identities, and artistic traditions. ● Create sculptures inspired by students' personal experiences, families, and communities. ● Explore sculpture traditions from around the world using a variety of materials. ● Encourage respectful collaboration and appreciation for different artistic perspectives. ● Ensure every student has opportunities to express creativity 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.	identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Explore fiber art traditions from cultures around the world. ● Study fiber artists representing diverse cultures, identities, and artistic perspectives. ● Create fiber artwork inspired by students' families, traditions, and communities. ● Encourage respectful collaboration and appreciation for different artistic viewpoints. ● Ensure every student has opportunities to express creativity through textile and 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 songs and make inferences about how they have contributed to the development of a culture's history.
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	• Study African American collage artists and mixed-media artists. • Explore artwork celebrating African American history, culture, and achievement. • Create collages inspired by diverse artists and cultural traditions. 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. • Examine collage artwork that promotes remembrance, empathy, courage, and respect. • Discuss how artists communicate historical events and human experiences through mixed media. • Create artwork that promotes kindness, inclusion, and responsible citizenship.	• Study African American sculptors and their contributions to visual arts. • Explore sculptures celebrating African American history, leadership, and culture. • Create sculptures inspired by diverse artists and cultural traditions. 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 sculptures and memorials that honor remembrance, resilience, justice, and human dignity. • Discuss how public sculpture helps preserve history and encourages empathy. • Create artwork promoting kindness, inclusion, and responsible citizenship.	• Study African American fiber artists, quilters, and textile designers. • Explore quilts and textile traditions that celebrate African American history and culture. • Create fiber artwork inspired by diverse artists and cultural traditions. 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. • Examine quilts, textiles, and fiber artwork that communicate remembrance, resilience, hope, and human dignity. • Discuss how fiber arts preserve history and tell important personal and community stories. • Create artwork promoting kindness, empathy, inclusion, and responsible citizenship.
Resources: <i>(Include names of texts)</i>	Resources	Resources	Resources

<i>and all online resources)</i>	• Construction paper • Cardstock • Poster board • Cardboard • Tissue paper • Newspapers and magazines • Printed photographs • Fabric and felt • Yarn and ribbon • Natural materials (leaves, bark, seeds) • Recycled materials • Glue sticks • White glue • Mod Podge • Scissors • Hole punches • Decorative paper • Smartboard • Tablets for planning digital collage layouts • Museum virtual tours • Artist biographies • Historical and contemporary collage collections • Community artists and museum education resources • Online collage demonstrations and instructional videos Recommended Texts • The Snail and the Whale <i>(collage illustrations by Axel</i>	• Ceramic clay • Air-dry clay (Model Magic or similar) • Clay tools • Rolling pins • Texture tools • Slip and scoring tools • Glazes and acrylic paint • Paintbrushes • Cardboard • Wire • Aluminum foil • Paper mache materials • Recyclable materials • Found objects • Wood pieces and craft sticks • Fabric and yarn • Hot glue (teacher use) and white glue • Smartboard • Tablets for digital planning and design • Museum virtual tours • Artist biographies • Sculpture collections from diverse cultures • Community artists and museum education resources • Online sculpture demonstrations and instructional videos Recommended Texts • The Noisy Paint Box • Maybe Something Beautiful	• Yarn • Embroidery floss • Burlap • Canvas • Muslin • Felt • Fabric scraps • Construction paper • Cardboard looms • Weaving needles • Plastic needles • Thread • Ribbon • Raffia • Twine • Feathers • Natural materials (twigs, leaves, grasses) • Recycled textiles • Glue • Fabric scissors • Smartboard • Tablets for digital pattern design • Museum virtual tours • Artist biographies • Historical and contemporary fiber arts collections • Community artists and museum education resources • Online weaving, embroidery, and textile demonstrations Recommended Texts • The Keeping Quilt
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	<i>Scheffler for discussion of mixed media)</i> • <i>Beautiful Oops!</i> • <i>The Dot</i> • <i>Maybe Something Beautiful</i> • <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i> • <i>The Keeping Quilt</i> (connections to layering, pattern, and family traditions)	• <i>The Dot</i> • <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i> • <i>The Most Magnificent Thing</i> • <i>Dreaming Up: A Celebration of Building</i>	• <i>Extra Yarn</i> • <i>Tar Beach</i> • <i>The Goat in the Rug</i> • <i>Maybe Something Beautiful</i> • <i>The Dot</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	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	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	● 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	● 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
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	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 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 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 & Sequence - Specify time frame by days or weeks)</i>	Photography/Videography April/May <i>(6 weeks)</i>	Computer/ Digital Art June <i>(2 weeks)</i>	
Established Goals:	Visual Arts Standards	Visual Arts Standards	

Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and	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. 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.5.5.Cr3a: Reflect, refine, and revise work individually and	
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	collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	collaboratively, and discuss and describe personal choices in artmaking. Presenting 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Responding 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Connecting 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	
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	1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.	1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.	
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 NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students create photographs and videos inspired by literature, biographies, historical events, informational texts, and personal narratives. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection: Students apply geometry, symmetry, proportion, scale, perspective, measurement, and spatial reasoning while composing photographs and videos. Science	ELA Companion NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Connection: Students create digital artwork inspired by literature, informational texts, biographies, and classroom writing. Mathematics K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length). Connection: Students apply geometry, symmetry, proportion, measurement, scale, coordinates, transformations, and perspective while designing digital artwork. Science 3-5-ETS1-2 Generate and compare multiple possible solutions to a	

	3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Connection: Students investigate light, shadows, reflection, optics, motion, and engineering principles while capturing and editing digital images and videos. Comprehensive Health & PE 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). Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. World Languages 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	problem based on how well each is likely to meet the criteria and constraints of the problem. Connection: Students use technology to design, revise, test, and improve digital artwork while applying the engineering design process. Comprehensive Health & PE 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). Social Studies 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. World Languages 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	
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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 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Connection: Students explore careers including photographer, filmmaker, cinematographer, photojournalist, documentary filmmaker, videographer, multimedia designer, digital content creator, animator, museum photographer, and graphic designer. Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CT.1:Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).	Career Awareness 9.2.5.CAP.1: Evaluate personal interests, abilities, and skills associated with career pathways. Connection: Students explore careers including: ● Graphic Designer ● Digital Illustrator ● Animator ● Game Designer ● Web Designer ● UX/UI Designer ● Digital Marketing Designer ● Multimedia Artist ● Digital Content Creator ● Motion Graphics Designer Life Literacies & Key Skills 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CT.1:Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).	
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		9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).	
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use digital cameras, tablets, editing software, and multimedia applications to capture, organize, edit, and present photographs and videos. Design Thinking 8.2.2.ED.1: Explain the functions of a system and its subsystems. Connection: Students plan, storyboard, capture, edit, evaluate, and revise photography and videography projects to effectively communicate ideas.	Computer Science 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data. Connection: Students use drawing software, graphic design programs, tablets, and digital applications to create, edit, organize, and present original artwork. Design Thinking 8.2.2.ED.1: Explain the functions of a system and its subsystems. Connection: Students use the design process to brainstorm, sketch, create, revise, and improve digital artwork while considering audience and purpose.	
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	
Enduring Understandings: <i>(Follow UbD: What big ideas will</i>	● Photographers and videographers make	● Digital artists use technology as a creative tool to	

<i>students know?)</i>	intentional choices about composition, lighting, perspective, and editing to communicate ideas. • Camera techniques influence how viewers interpret images and visual stories. • Photography and videography document people, places, cultures, and historical events. • Artists refine visual media through planning, experimentation, editing, and reflection.	communicate ideas, solve problems, and express themselves. • The Elements of Art and Principles of Design apply equally to traditional and digital artwork. • Artists use digital tools to create, revise, and share artwork for a variety of audiences and purposes. • Technology expands creative possibilities while requiring responsible and ethical use of digital media.	
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do photographers and videographers communicate ideas through images? 2. How do composition, lighting, and perspective affect the meaning of an image? 3. How can photography and videography document and tell stories about people and communities?	1. How can technology expand artistic creativity and communication? 2. How do digital artists use the Elements of Art and Principles of Design to create meaningful artwork? 3. How does digital art influence the way people communicate ideas today?	
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 portfolio. ● Documentary photography project. ● Short digital storytelling video. ● Perspective photography project. ● Artist statement explaining artistic choices, camera techniques, and editing decisions. Alternative Assessments ● Student conferences ● Digital portfolios ● Multimedia presentations ● Performance-based demonstrations ● Individual artistic growth reflections ● Collaborative class photography exhibit or video project Benchmark Assessments ● Create a photography portfolio demonstrating effective composition, perspective, lighting, and storytelling.	● Peer critiques ● Self-reflections ● Exit tickets Summative Assessments ● Digital illustration project. ● Digital landscape or cityscape using one-point perspective. ● Graphic design project (logo, poster, or advertisement). ● Digital portfolio with artist reflections. ● Artist statement explaining design choices and technology used. Alternative Assessments ● Student conferences ● Digital portfolios ● Multimedia presentations ● Peer teaching demonstrations ● Performance-based technology tasks ● Individual reflections documenting artistic growth Benchmark Assessments ● Create a digital art portfolio demonstrating growth in artistic and technology skills. ● Complete a digital perspective drawing using one-point perspective. ● Design a digital logo, poster, or illustration using the	
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	● Produce a short video using planning, recording, editing, and presentation techniques. ● Demonstrate understanding of photography and videography vocabulary and camera techniques. ● Participate in formal critiques using appropriate visual arts and media terminology. ● Maintain a digital portfolio demonstrating growth in photography and videography skills.	Elements of Art and Principles of Design. ● Demonstrate proficiency with digital tools, layers, and editing techniques. ● Participate in critiques using appropriate digital art vocabulary.	
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 develop photography and videography skills through observation, composition, camera techniques, and digital editing. Students explore historical and contemporary photographers while creating original photographs and videos using a variety of digital tools. Learning Activities ● Capture portraits, self-portraits, landscapes, architecture, nature, and documentary photography. ● Explore bird's-eye, worm's-eye, eye-level,	Learning Activities/Content Students use digital tools and software to create original artwork while applying artistic techniques and design principles. Students investigate historical and contemporary digital artists and develop skills in illustration, graphic design, digital painting, and visual communication. Learning Activities ● Create digital contour drawings from observation. ● Design personal logos and brand symbols. ● Produce digital self-portraits and portraits.	

	close-up, panoramic, and macro perspectives. ● Practice one-point and two-point perspective through photography. ● Investigate composition using the rule of thirds, framing, balance, emphasis, and leading lines. ● Experiment with natural and artificial lighting to create mood. ● Capture texture, shadows, reflections, motion, and depth of field. ● Learn introductory camera functions including focus, exposure, ISO, aperture, and shutter speed (age appropriate). ● Record short documentaries, interviews, public service announcements, and storytelling videos. ● Edit photographs and videos using basic digital software. ● Study historical and contemporary photographers and filmmakers from diverse cultures. ● Participate in critiques using photography and videography vocabulary. DEI Activities -	● Create landscapes, cityscapes, and imaginative scenes. ● Use one-point perspective to create digital environments. ● Create two-dimensional and three-dimensional digital objects. ● Apply texture, pattern, tint, shade, and value using digital brushes and tools. ● Explore layers, transparency, selection tools, and transformations. ● Use shape tools to create geometric and organic designs. ● Design digital posters, greeting cards, advertisements, or book covers. ● Create simple animations or digital illustrations. ● Study historical and contemporary digital artists, graphic designers, and illustrators. ● Participate in critiques using digital art vocabulary. 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). ● Explore photographers and filmmakers representing diverse cultures, identities, abilities, and perspectives. ● Create photographs and videos that celebrate students' families, communities, traditions, and personal experiences. ● Discuss how visual media can promote empathy, inclusion, and understanding. ● Encourage respectful collaboration and appreciation of multiple viewpoints. ● Ensure all students have opportunities to express themselves through digital media	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). ● Explore digital artists, illustrators, and designers from diverse cultures, identities, and abilities. ● Create artwork inspired by students' own cultures, families, traditions, and communities. ● Encourage collaboration, respectful discussion, and appreciation of different artistic styles. ● Discuss how technology provides opportunities for diverse voices to share ideas worldwide. ● Ensure all students have equitable access to digital tools and opportunities for creative expression. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and	
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	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 African American photographers and filmmakers who have documented history and culture. ● Explore photography that celebrates African American communities, leaders, and achievements. ● Create photo essays inspired by diverse cultural experiences. 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. ● Examine photographs and documentaries that preserve	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 digital artwork celebrating African American artists, inventors, leaders, and historical contributions. ● Design digital posters highlighting influential African Americans. ● Examine how digital media preserves and shares cultural history. 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 age-appropriate digital artwork that promotes kindness, respect, empathy, and remembrance. ● Discuss how digital media can educate others about historical events responsibly. ● Create digital posters encouraging inclusion,	
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	history and promote remembrance. ● Discuss how visual media can document historical events while encouraging empathy and respect. ● Create projects promoting kindness, inclusion, and responsible citizenship.	acceptance, and responsible citizenship. .	
Resources: <i>(Include names of texts and all online resources)</i>	Resources ● Digital cameras ● Tablets with cameras ● Smartphones (when appropriate) ● Camcorders ● Tripods ● Microphones ● Lighting equipment ● Photo editing software and apps ● Video editing software ● Smartboard ● Computers and laptops ● Museum virtual tours ● Online photography and filmmaking tutorials ● Artist biographies ● Historical and contemporary photography collections ● Community photographers and filmmakers ● Digital portfolios ● Copyright-free image and music resources	Resources ● Desktop and laptop computers ● Tablets and iPads ● Digital drawing tablets ● Styluses ● Graphic design software ● Digital painting software ● Animation apps ● Image editing software ● Smartboard ● Interactive websites ● Online museum collections ● Artist videos ● Digital portfolios ● Community digital artists and graphic designers ● Copyright-free image libraries ● School technology resources Recommended Texts ● <i>The Dot</i> ● <i>Ish</i> ● <i>Beautiful Oops!</i> ● <i>The Most Magnificent Thing</i> ● <i>Ada Twist, Scientist</i>	

	● Green screen (optional) ● Photo printers and presentation materials Recommended Texts ● <i>National Geographic Kids Photo Ark</i> ● <i>The Photographer</i> ● <i>Windows</i> ● <i>The Dot</i> ● <i>Maybe Something Beautiful</i> ● <i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i>	● <i>What Do You Do With an Idea?</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</i> <i>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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