

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Art

Grade: 6

ABSTRACT

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

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade 6 Elementary Art

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Drawing September-October (5 weeks)	Painting October (4 weeks)	Printmaking November (4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Visual Arts Standards Creating 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.	Visual Arts Standards Creating 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.	Visual Arts Standards Creating 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

	1.5.8.Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement. Presenting 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.	1.5.8.Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement. Presenting 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.	1.5.8.Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement. Presenting 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
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	1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.	1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.	1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of</i>	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing,	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing,	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing,

<i>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>	speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Mathematics 4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Mathematics 4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Mathematics 4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
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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 9.2.8.CAP.2:Develop a plan that includes information about career areas of interest. Connection: Students investigate careers including illustrator, concept artist, architect, industrial designer, comic artist, animator, fashion designer, forensic artist, museum curator, and art educator. Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Career Awareness 9.2.8.CAP.2:Develop a plan that includes information about career areas of interest. Connection: Students investigate careers including illustrator, concept artist, architect, industrial designer, comic artist, animator, fashion designer, forensic artist, museum curator, and art educator. Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Career Awareness 9.2.8.CAP.2:Develop a plan that includes information about career areas of interest. Connection: Students investigate careers including illustrator, concept artist, architect, industrial designer, comic artist, animator, fashion designer, forensic artist, museum curator, and art educator. Life Literacies & Key Skills 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
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Integration of Computer Science and Design Thinking: Write out complete NJSLS: (Must have at least one standard from: ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.8.AP.3 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. Connection: Students use digital tools to develop sketches, organize portfolios, revise artwork, and communicate artistic ideas. Design Thinking 8.2.8.ED.2:Identify the steps in the design process that could be used to solve a problem. Connection: Students plan, revise, critique, and improve drawings through an iterative artistic design process.	Computer Science 8.1.8.AP.3 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. Connection: Students use digital tools to develop sketches, organize portfolios, revise artwork, and communicate artistic ideas. Design Thinking 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative	Computer Science 8.1.8.AP.3 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. Connection: Students use digital tools to develop sketches, organize portfolios, revise artwork, and communicate artistic ideas. Design Thinking 8.2.8.ED.2:Identify the steps in the design process that could be used to solve a problem. Connection: Students plan, revise, critique, and improve drawings through an iterative artistic design process.
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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>	● Drawing is both a technical skill and a powerful form of personal and cultural expression. ● Artists use observation, imagination, and design principles to communicate ideas visually. ● Artistic choices involving composition, perspective, proportion, value, and texture influence how artwork is understood. ● Artists refine their work through practice, reflection, and critique.	● Artists intentionally use color, composition, and technique to communicate meaning. ● Artistic growth develops through experimentation, reflection, and revision. ● Artists are influenced by history, culture, and personal experiences. ● Effective paintings combine technical skill with creative expression. ● Artwork can communicate ideas that words cannot.	● Artists use printmaking processes to communicate ideas, stories, and personal expression. ● Different printmaking techniques create unique visual effects and artistic possibilities. ● Planning, experimentation, revision, and craftsmanship improve artistic outcomes. ● Artists throughout history and across cultures have used printmaking to share information, traditions, and creative ideas. ● Critiquing artwork helps artists refine their skills and deepen understanding.
Essential Questions: <i>(Follow UbD best practices in the</i>	1. How do artists communicate ideas through drawing?	1. How do painters communicate ideas and	1. How do artists communicate ideas through printmaking?

creation of questions)	- How do artistic choices affect the meaning of a drawing? - How does studying artists and cultures influence our own artistic growth?	emotions through color, composition, and technique? - How do artistic choices influence the viewer's interpretation? - How do artists develop a unique artistic style? - How does studying artists from different cultures influence our own creativity? - How does critique improve artistic growth?	- How does the printmaking process influence the final artwork? - Why do artists experiment, revise, and create multiple prints? - How do historical and cultural traditions influence printmaking today? - How do the Elements of Art and Principles of Design strengthen a print?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i> <i>2. Summative,</i> <i>3. Alternative - Performance/Project)</i> <i>4. Benchmark)</i>	Formative Assessments - Teacher observations - Sketchbook entries - Class discussions - Exit reflections - Peer critiques - Work samples - Checklists Summative Assessments - Finished observational drawing. - One-point perspective project. - Portrait or self-portrait project. - Drawing portfolio. - Artist statement explaining artistic choices and techniques. Alternative Assessments	Formative Assessments - Teacher observations - 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.	Formative Assessments - Teacher observations - 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 drawing mural or community art project Benchmark Assessments • Create an observational drawing demonstrating accurate proportion, perspective, value, and texture. • Apply the Elements of Art and Principles of Design in a completed composition. • Maintain a sketchbook demonstrating planning, experimentation, and revision. • Participate in formal critiques using appropriate visual arts vocabulary. • Assemble a portfolio demonstrating artistic growth, technical proficiency, and creative problem-solving.	Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative mural or large-scale painting project Benchmark Assessments • Observational painting demonstrating perspective and composition • Color theory assessment (mixing tertiary colors, complementary colors, tints, shades, tones) • Artist-inspired painting project • Mixed-media painting • Student critique using art vocabulary • Portfolio review demonstrating artistic growth • Artist statement explaining artistic choices	• Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative class printmaking mural or community print project Benchmark Assessments • Original printmaking portfolio demonstrating multiple techniques. • Relief print with artist statement. • Monoprint or multi-color print project. • Sketchbook showing planning, revisions, and experimentation. • Teacher observation, self-assessment, and peer critique using a rubric.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What</i>	Learning Activities/Content	Learning Activities/Content	Learning Activities/Content

<i>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>	Students refine technical drawing skills while developing originality and artistic voice. Students explore observational and imaginative drawing using increasingly sophisticated techniques and analyze historical and contemporary artwork from diverse cultures. Learning Activities • Create contour, blind contour, and gesture drawings. • Draw from direct observation using still-life arrangements and three-dimensional objects. • Develop realistic drawings using proportion and measurement techniques. • Apply one-point and introductory two-point perspectives. • Create value scales using blending, cross-hatching, stippling, and scumbling. • Demonstrate positive and negative space in compositions. • Create portraits, self-portraits, landscapes, cityscapes, and still lifes. • Maintain an artist sketchbook for planning and experimentation.	Students will expand their understanding of painting by exploring advanced painting techniques, color theory, composition, and personal artistic style. They will investigate historical and contemporary painters from diverse cultures while applying the Elements of Art and Principles of Design to create original works of art. Students will use critique and reflection to evaluate their own artwork and the work of others while developing craftsmanship, creative problem-solving, and artistic confidence. Learning Activities • Create observational paintings from life. • Paint landscapes, cityscapes, portraits, and still life compositions. • Explore watercolor techniques including wet-on-wet, wet-on-dry, glazing, masking, lifting, and layering. • Experiment with acrylic painting techniques including impasto, dry brush, blending, and glazing.	Students refine printmaking techniques through planning, experimentation, and craftsmanship while creating original works of art. Students investigate historical and contemporary printmakers, apply advanced printmaking vocabulary, and evaluate how artists use repetition, texture, contrast, and composition to communicate ideas. Students demonstrate increasing independence through creative problem-solving and reflective critique. Learning Activities • Design original relief and monoprints. • Create multiple editions from a single printing plate. • Explore additive and subtractive printmaking techniques. • Create reduction or multi-color prints. • Experiment with texture, pattern, repetition, positive and negative space. • Use registration techniques to improve print alignment. • Compare relief, monoprint, collagraph, and stamping methods. • Analyze works by historical and contemporary printmakers.
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	- Analyze historical and contemporary drawings from various cultures. - Participate in formal critiques using appropriate art vocabulary. - Revise artwork based on peer and teacher feedback. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Create 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.	- Create expressive paintings inspired by famous artists. - Develop paintings using one-point and two-point perspective. - Practice advanced color mixing and color harmony. - Explore realistic and abstract painting styles. - Maintain sketchbooks for planning and color studies. - Participate in peer critiques and artist reflections. - Create mixed-media paintings incorporating texture and collage. - Study artists representing diverse cultures and artistic traditions. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status,	- Maintain a sketchbook to plan and revise print designs. - Participate in peer critiques using appropriate art vocabulary. - Present completed prints in a classroom gallery. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). - Explore printmaking traditions from a variety of cultures and historical periods. - Study artists from diverse racial, cultural, and global backgrounds. - Encourage students to express personal identity, experiences, and perspectives through printmaking.
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	● 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, 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	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 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.	● Foster respectful collaboration and appreciation for different artistic styles and viewpoints. ● Ensure all students have equitable access to materials, 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 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
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	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. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 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). • Study artists representing diverse identities, cultures, and abilities. • Explore how artists express individuality and identity through drawing.	• 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. • Create paintings that promote kindness, respect, and inclusion. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 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	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. • Create artwork promoting empathy, kindness, and inclusion. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 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). • Study printmakers representing diverse identities, cultures, and abilities.
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	● Foster an inclusive classroom where every student's perspective is valued..	people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Study painters representing diverse identities, cultures, and abilities. ● Explore how artists communicate identity and personal experiences. ● Foster an inclusive classroom where every student's artistic voice is respected.	● Explore how artists use printmaking to express identity and personal experiences. ● Foster an inclusive classroom where every student's artistic voice is valued.
Resources: <i>(Include names of texts and all online resources)</i>	Resources ● Graphite pencils (various grades) ● Charcoal ● Conte crayons ● Colored pencils ● Oil pastels ● Chalk pastels ● Blending stumps ● Erasers (kneaded and vinyl) ● Sketchbooks ● Drawing paper ● Rulers and perspective tools ● Still-life objects ● Mirrors for portrait studies ● Tablets with digital drawing applications ● Interactive whiteboard ● Museum virtual tours	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	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

	• Artist biographies • Online art collections • Community artists and local museums • Teacher-created demonstrations and instructional videos Recommended Text • Drawing on the Right Side of the Brain • The New Drawing on the Right Side of the Brain Workbook • The Sketchbook Challenge • Radiant Child: The Story of Young Artist Jean-Michel Basquiat • Through Georgia's Eyes • The Dot (<i>used as an introduction to artistic risk-taking and creative growth</i>)	• 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 Recommended Text • <i>The Noisy Paint Box</i> by Barb Rosenstock • <i>The Story of Paintings</i> by Mick Manning & Brita Granström • <i>Lives of the Artists</i> by Kathleen Krull • <i>The Usborne Art Treasury</i> Artists • Vincent van Gogh • Claude Monet • Georgia O'Keeffe • Frida Kahlo • Alma Thomas • Jacob Lawrence • Yayoi Kusama • Kehinde Wiley • Romero Britto • Wassily Kandinsky • Henri Matisse • Faith Ringgold	• Tablets with digital pattern design apps • Museum virtual tours • Artist biographies • Historical and contemporary print collections • Community artists and museum education resources • Online printmaking demonstrations and instructional videos Recommended Text • <i>The Great Big Book of Printmaking</i> – Josef and Anni Albers Foundation • <i>The Printmaking Bible</i> – Ann d'Arcy Hughes & Hebe Vernon-Morris • <i>Linnea in Monet's Garden</i> – Christina Björk (connections to print and Impressionism) • Biographies and artwork by Katsushika Hokusai, Utagawa Hiroshige, Albrecht Dürer, Elizabeth Catlett, Andy Warhol, and M. C. Escher • Virtual museum collections featuring historical and contemporary printmaking •
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Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● 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)	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)	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI)

	● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled text ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions	● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled text ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions	● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled text ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions
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	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	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	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 <i>(3 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</i>	Visual Arts Standards Creating	Visual Arts Standards Creating	Visual Arts Standards Creating

<i>applicable to the unit.)</i>	1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. 1.5.8.Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement. Presenting 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved, and experienced, including use of	1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. 1.5.8.Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement. Presenting 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved, and experienced, including use of	1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. 1.5.8.Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement. Presenting 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved, and experienced, including use of
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	evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a:Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a:Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. 1.5.8.Re7b:Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and	evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a:Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a:Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. 1.5.8.Re7b:Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and	evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a:Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a:Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. 1.5.8.Re7b:Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and
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	established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b:Analyze and contrast how art forms are used to reflect global issues, including climate change.	established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b:Analyze and contrast how art forms are used to reflect global issues, including climate change.	established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b:Analyze and contrast how art forms are used to reflect global issues, including climate change.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Mathematics	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Mathematics	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Mathematics

	4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
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 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Connection: Students investigate careers including illustrator, concept artist, architect, industrial designer, comic artist, animator, fashion designer, forensic artist, museum curator, and art educator. Life Literacies & Key Skills	Career Awareness 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Connection: Students investigate careers including illustrator, concept artist, architect, industrial designer, comic artist, animator, fashion designer, forensic artist, museum curator, and art educator. Life Literacies & Key Skills	Career Awareness 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Life Literacies & Key Skills

	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: (Must have at least one standard from: ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Design Thinking 8.2.2.ED.1: Identify the steps in the design process that could be used to solve a problem.	Computer Science 8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.	Computer Science 8.1.8.AP.1 Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode. Design Thinking 8.2.2.ED.1: Identify the steps in the design process that could be used to solve a problem.

	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).	8.1.8.AP.4 Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs. Design Thinking 8.2.2.ED.1: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team. Students may digitally design weaving patterns, textile layouts, color palettes, or fabric designs before constructing final fiber artworks.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Artists communicate ideas by thoughtfully combining images, materials, and textures. - Composition and design choices influence meaning and viewer interpretation.	- Sculptors use materials, processes, and design principles to communicate ideas in three dimensions. - The selection of materials and construction techniques influences both meaning and function.	- Fiber arts combine artistic expression with functional design. - Artists use a variety of materials and techniques to communicate ideas.

	● Collage reflects cultural identity, historical events, and personal experiences. ● Reflection and revision strengthen artistic expression. ● Artists use a wide variety of materials to solve creative problems.	● Sculpture reflects historical, cultural, and personal experiences. ● Artists improve their work through planning, experimentation, critique, and revision. ● Creative problem-solving and craftsmanship are essential to successful three-dimensional design.	● Artistic growth develops through experimentation, revision, and reflection. ● Cultures throughout history have used fiber arts to preserve traditions and tell stories. ● Effective craftsmanship enhances both appearance and durability.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do artists communicate meaning through collage? 2. How do materials and composition affect a viewer's understanding? 3. How can collage express identity, culture, or important ideas? 4. Why do artists revise and refine their work? 5. How does studying artists from different cultures inspire our own creativity?	1. How do sculptors transform materials into meaningful works of art? 2. How do materials and construction techniques influence artistic expression? 3. How do three-dimensional artworks communicate ideas differently than two-dimensional art? 4. How does sculpture reflect culture, history, and identity? 5. How do planning, experimentation, and revision improve artistic outcomes?	1. How can fiber materials communicate ideas and emotions? 2. How do artists combine function and beauty in fiber arts? 3. How do cultural traditions influence textile design? 4. How does craftsmanship improve artistic expression? 5. How does experimentation lead to stronger artistic outcomes?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i>	Formative Assessments ● Teacher observations ● Work samples ● Planning sketches	Formative Assessments ● Teacher observations ● Planning sketches ● Work samples	Formative Assessments ● Teacher observations ● Work samples ● Sketches and print planning

2. <i>Summative</i>, 3. <i>Alternative - Performance/Project</i>) 4. <i>Benchmark</i>)	• Class discussions • Peer critiques • Self-reflections • Exit tickets Summative Assessments • Completed mixed-media collage • Artist statement • Unit rubric • Portfolio review Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative class collage mural or community art installation Benchmark Assessments • Mixed-media collage demonstrating advanced composition and craftsmanship • Value and texture collage assessment • Artist research and reflection • Sketchbook/planning portfolio • Self and peer critique using art vocabulary	• Class discussions • Peer critiques • Self-reflections • Exit tickets Summative Assessments • Completed sculpture project • Artist statement • Portfolio review • Unit rubric Alternative Assessments • Student conferences • Digital portfolios • Performance-based demonstrations • Individual artistic growth reflections • Collaborative sculpture installation or community art project Benchmark Assessments • Clay sculpture demonstrating multiple construction techniques • Mixed-media sculpture using recycled materials • Sculpture design sketchbook portfolio • Artist research and written reflection • Self and peer critique using sculpture vocabulary	• Class discussions • Peer critiques • 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 • Fiber arts portfolio • Woven textile project • Embroidery or stitchery sampler • Mixed-media fiber artwork • Artist reflection journal
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			● Peer critique ● Teacher observation ● Studio participation ● Self-assessment ● Unit rubric
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 will expand their understanding of collage as a contemporary and historical art form by combining a variety of materials, images, and textures to communicate original ideas. Students will demonstrate increased independence in planning, composing, and refining mixed-media artworks while applying the Elements of Art and Principles of Design. Students will investigate collage artists from diverse cultures and time periods and participate in reflective critiques using appropriate art vocabulary. Learning Activities ● Create mixed-media collages using a variety of papers, fabrics, photographs, and found materials.	Learning Activities/Content Students will expand their understanding of sculpture and three-dimensional design through the use of additive, subtractive, modeling, and construction techniques. Students will investigate historical and contemporary sculptors from diverse cultures while designing original three-dimensional artworks that demonstrate craftsmanship, creative problem-solving, and effective use of the Elements of Art and Principles of Design. Learning Activities ● Design and construct functional and nonfunctional sculptures.	Learning Activities/Content Students will expand their understanding of fiber arts through increasingly complex textile techniques and design processes. They will investigate how artists from diverse cultures use fiber as a form of artistic expression, communication, and functional design. Students will develop craftsmanship through weaving, stitching, surface design, and mixed-media fiber projects while applying the Elements of Art and Principles of Design. Students will critique artwork, reflect on artistic decisions, and connect historical and contemporary fiber arts to cultural traditions and careers. Learning Activities ● Advanced paper and loom weaving

	● Explore positive and negative space through layered compositions. ● Create portrait, landscape, abstract, and symbolic collages. ● Incorporate texture, pattern, repetition, rhythm, and emphasis into compositions. ● Experiment with transparency, overlapping, and dimensional layering. ● Use recycled and natural materials to create environmentally themed artwork. ● Create visual narratives that communicate personal identity or social issues. ● Analyze works by Henri Matisse, Romare Bearden, Pablo Picasso, and contemporary mixed-media artists. ● Participate in teacher, peer, and self-critiques. ● Maintain sketchbooks for planning and reflection. 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,	● Create sculptures using pinch, coil, slab, carving, and modeling techniques. ● Build armatures using wire, cardboard, foil, or recycled materials. ● Create relief sculptures and freestanding sculptures. ● Explore assemblage using found and recycled materials. ● Experiment with texture using incising, stamping, carving, sgraffito, and appliqué techniques. ● Apply glazing, painting, or mixed-media finishes. ● Design architectural or environmental sculpture projects. ● Study artists such as Auguste Rodin, Louise Nevelson, Alexander Calder, Isamu Noguchi, Henry Moore, Barbara Hepworth, Ruth Asawa, and El Anatsui. ● Maintain sketchbooks documenting planning, revisions, and reflections. ● Participate in peer critiques and artist reflections. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings	● Circular weaving ● Tapestry weaving ● Embroidery and decorative stitchery ● Yarn painting ● Soft sculpture ● Fiber jewelry ● Fabric collage ● Mixed-media textile artwork ● Recycled fiber art challenge ● Community weaving project ● Cultural fiber arts research project ● Artist study and reflection DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Explore fiber traditions from cultures around the world, including weaving, quilting,
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	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 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) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the	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). • 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) 6.2.2.D.2 Recognize real people and fictional characters who have	embroidery, basketry, and textile arts. • Study artists representing diverse cultures, identities, and abilities. • Encourage students to incorporate personal experiences and cultural backgrounds into their artwork. • Foster respectful collaboration and appreciation for different artistic perspectives. • Ensure all students have equitable opportunities to participate using adapted materials and tools when appropriate. Amistad Law (N.J.S.A. 18A:52-16A-88) 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. • Study African American fiber artists, quilters, and textile designers. • Explore quilts and textile traditions that celebrate African American history and culture.
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	characteristics that have made them good examples. • 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. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings	demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • 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. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 2.1.5.EH.3: Identify different feelings	• 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. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 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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	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). ● Study collage artists representing diverse identities, cultures, and abilities. ● Explore how artists express identity, belonging, and community through mixed media. ● Foster an inclusive classroom where every student's artistic perspective is respected.	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). ● Study sculptors representing diverse identities, cultures, and abilities. ● Explore how artists use sculpture to express identity, belonging, and lived experiences. ● Foster an inclusive classroom where every student's artistic ideas are valued and respected.	identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Study fiber artists representing diverse identities, cultures, and abilities. ● Explore how artists use textiles to express identity, belonging, and lived experiences. ● Foster an inclusive classroom where every student's artistic voice is valued and respected.
Resources: <i>(Include names of texts and all online resources)</i>	Resources ● Construction paper ● Cardstock ● Poster board ● Cardboard ● Tissue paper ● Newspapers and magazines ● Printed photographs ● Fabric and felt ● Yarn and ribbon	Resources ● Ceramic clay ● Air-dry clay (Model Magic or similar) ● Ceramic clay ● Air-dry clay ● Modeling compounds ● Cardboard ● Wire ● Aluminum foil	Resources ● Yarn ● Embroidery floss ● Burlap ● Canvas ● Muslin ● Felt ● Fabric scraps ● Construction paper ● Cardboard looms

	• 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 • <i>Henri's Scissors</i> by Jeanette Winter • <i>Romare Bearden: Collage of Memories</i> by Jan Greenberg • <i>The Collage Workbook</i> by Randel Plowman • Museum collections featuring Henri Matisse, Romare Bearden, and Pablo Picasso	• Paper mache • Recycled materials • Found objects • Wood pieces • Craft sticks • Glue • Slip • Modeling tools • Clay tools • Texture tools • Acrylic paint • Glaze • Brushes Recommended Texts • <i>The Sculpture Book</i> by Joy Evans • <i>Sculpture</i> by Judith Collins • <i>Alexander Calder</i> by Mike Venezia • <i>Louise Nevelson</i> by Jan Greenberg • <i>Art Across Time</i> (Sculpture selections)	• 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 • <i>The Art of Weaving</i> (DK) • <i>The Keeping Quilt</i> – Patricia Polacco • <i>Tar Beach</i> – Faith Ringgold • Metropolitan Museum of Art Digital Collection • Smithsonian Learning Lab • Google Arts & Culture Textile Collections
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			Artists • Anni Albers • Sheila Hicks • Faith Ringgold • Bisa Butler • El Anatsui • Magdalena Abakanowicz • Nick Cave • Judith Scott
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of	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	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Frontloading vocabulary • Graphic organizer • Peer collaboration • Small groups • Extra time • Read aloud directions • Simplify language • Build background knowledge • Cultural responsiveness • Group students with others of

	different learning levels and abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing • Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners	different learning levels and abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing • Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners	different learning levels and abilities • Mnemonic devices • Modeling • Non-verbal assessments • Visual aids Students At-Risk (BSI) • Frontloading vocabulary • Concrete or digital graphic organizer • Small groups • Interest groups • Build background knowledge • Graphic organizers • Leveled text • Scaffolded lessons • Tiered assignments Gifted and Talented (Advanced) Students: • Challenging and engaging tasks related to the content area • Flexible grouping • Project based learning • Multimedia presentations • Open-ended and informative writing • Open-ended response • Curriculum compacting • Internet based research • Advanced problems to extend the critical thinking skills of advanced learners
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	• 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	• 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	• 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 May/June <i>(4 weeks)</i>	
Established Goals: Write out complete NJSLs:	Visual Arts Standards	Visual Arts Standards	

*(Content Specific Standards Only.
Only use standards that are
applicable to the unit.)*

Creating

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

1.5.8.Cr3a: Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

Presenting

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved,

Creating

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Presenting

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved,

	and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a:Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a:Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. 1.5.8.Re7b:Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and	and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a:Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. Responding 1.5.8.Re7a:Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. 1.5.8.Re7b:Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and	
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	established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.	established criteria for evaluating artwork. Connecting 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.	
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ELA Companion 3.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 3.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

	Mathematics 4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Mathematics 4.7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Comprehensive Health and P.E. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. Science 5.MS.ETS1.2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	
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 &	Career Awareness 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact	Career Awareness 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Connection: Students explore careers including: • Graphic Designer • Animator	

<i>Training; or</i> ● 9.4 Life Literacies & Key Skills)	opportunities for employment or advancement. Life Literacies & Key Skills 9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.TL.3:Select appropriate tools to organize and present information digitally. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. Financial Literacy 9.1.8.CR.3:Relate the importance of consumer, business, and government responsibility to the economy and personal finance.	● UX/UI Designer ● Web Designer ● Multimedia Artist ● Video Game Designer ● Digital Illustrator ● Motion Graphics Designer ● Marketing Designer ● Content Creator Life Literacies & Key Skills 9.4.8.CI.1 Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.TL.3 Select appropriate tools to organize and present information digitally. 9.4.8.IML.4 Ask insightful questions to organize different types of data and create meaningful visualizations.	
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Integration of Computer Science and Design Thinking: Write out complete NJSLS: (Must have at least one standard from: ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode. Design Thinking 8.2.2.ED.1: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.	Computer Science 8.1.8.AP.3: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. Connection: Students design and develop digital artifacts using an iterative design process. Design Thinking 8.2.2.ED.1: Identify the steps in the design process that could be used to solve a problem. Connection: Students will apply the engineering design process to solve authentic design challenges.	
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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 students know?)</i>	● Photography and videography are powerful forms of visual communication. ● Artistic choices influence meaning and viewer interpretation. ● Technology enhances creativity while requiring thoughtful artistic decisions. ● Revision, reflection, and critique improve artistic quality. ● Photography documents history, culture, identity, and human experiences from diverse perspectives.	● Digital artists combine creativity, technology, and design principles to communicate ideas. ● Artists refine their work through experimentation, critique, and revision. ● Technology expands opportunities for artistic expression and visual communication. ● Digital artwork reflects cultural, historical, and contemporary influences. ● Responsible and ethical use of technology is essential when creating and sharing artwork.	
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How can photographs and videos communicate ideas more powerfully than words? 2. How do artists use composition and technology to influence viewers? 3. In what ways can photography preserve history and culture?	1. How do digital artists communicate ideas through technology? 2. How do design choices influence the effectiveness of digital artwork? 3. How can technology enhance creativity? 4. Why is revision an important part of the creative process?	

	4. How does revising and editing strengthen artistic work? 5. How do photographers communicate different perspectives and experience	5. How does digital art influence everyday life?	
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments • Teacher observations • Work samples • Planning sketches • Class discussions • 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	Formative Assessments • Teacher observations • Planning sketches • Work samples • Class discussions • Peer critiques • Self-reflections • Exit tickets Summative Assessments • Digital illustration portfolio • Graphic design project • Digital painting • Multimedia presentation • Final digital portfolio with artist reflection Alternative Assessments • Student conferences • Digital portfolios • Multimedia presentations • Performance-based technology tasks • Reflection journals • Collaborative design projects	

	• Performance-based demonstrations • Individual artistic growth reflections • Collaborative class photography exhibit or video project Benchmark Assessments • Digital Photography Portfolio • Documentary Photography or Photo Essay Project • Short Edited Video Project • Composition and Perspective Performance Task • Artist Reflection and Critique • Teacher Observation and Rubric	Benchmark Assessments • Digital art portfolio • Graphic design project • Digital illustration using perspective • Digital painting project • Logo/branding design • Digital storytelling or animation project • Artist statement • Portfolio presentation	
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 • Apply the Elements of Art and Principles of Design to photography and videography.	Learning Activities/Content Students expand their knowledge of digital illustration, graphic design, and multimedia while applying the Elements of Art and Principles of Design. Students create original digital artwork using industry-standard creative processes and digital tools. Learning Activities • Digital illustration • Character design	

	● Demonstrate proper camera handling and care. ● Explore composition techniques including rule of thirds, framing, leading lines, balance, symmetry, and perspective. ● Capture portraits, landscapes, architecture, still life, and action photography. ● Experiment with lighting, shadows, color, texture, and depth of field. ● Create documentary photographs that communicate a story or social issue. ● Produce short videos using planning, filming, editing, transitions, titles, and sound. ● Use digital editing software to crop, enhance, and improve photographs while maintaining artistic integrity. ● Critique personal artwork and the work of peers using appropriate visual arts vocabulary. ● Study photographers and filmmakers from various historical periods and cultures. ● Maintain a digital portfolio demonstrating artistic growth and craftsmanship.	● Logo and brand identity design ● Digital painting ● One- and two-point perspective drawings ● Digital typography ● Graphic poster design ● Social media graphic design ● Digital collage ● Photo manipulation ● Digital storytelling ● Simple animation (GIF or frame animation) ● Environmental and landscape illustration ● Infographic design ● Digital portfolio development ● 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 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,	
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	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • 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	family configuration). • Study digital artists, illustrators, graphic designers, and animators from diverse cultures and backgrounds. • Create artwork inspired by personal identity, culture, and community. • Discuss how digital media promotes inclusion and amplifies diverse voices. • Respect multiple perspectives during critiques and collaborative projects. • Ensure equitable access to technology and creative opportunities. 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 digital artists, illustrators, and designers. • Create digital artwork highlighting influential	
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	themselves through digital media 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.)	African American leaders, inventors, artists, and historical events. ● Examine how digital media preserves history and promotes cultural understanding. 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 how digital art and media preserve historical memory. ● Analyze digital exhibits and artwork that promote empathy and responsible citizenship. ● Design digital posters promoting kindness, inclusion, and respect. LGBTQ+/Disabilities Law 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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	● Examine photographs and documentaries that preserve 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. LGBTQ+/Disabilities Law (N.J.S.A. 18A:35-4.35-6) 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). ● Study photographers and filmmakers representing diverse identities, cultures, and abilities. ● Explore how visual storytelling communicates identity, belonging, and community.	identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Study digital artists representing diverse identities and abilities. ● Explore how digital media celebrates diversity and promotes inclusion. ● Create artwork that reflects respect, empathy, and acceptance.	
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	● Foster an inclusive classroom where every student's perspective is valued.		
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 ● Green screen (optional) ● Photo printers and presentation materials Recommended Texts	Resources ● Desktop and laptop computers ● Tablets/iPads ● Drawing tablets and styluses ● Adobe Express ● Canva ● Adobe Fresco ● Sketchbook ● Pixlr ● Tinkercad ● Google Drawings ● Smartboard ● Online museum collections ● Digital artist interviews ● Graphic design tutorials ● Digital portfolio platforms ● Copyright-free image libraries ● School technology resources Recommended Texts ● The Art of Pixar ● Steal Like an Artist ● The Design of Everyday Things ● Wonder (digital storytelling connections) ● What Do You Do With an Idea?	

	• <i>Understanding Photography</i> – George Sullivan • <i>National Geographic Kids Photography Book</i> – Nancy Honovich • <i>The Photo Ark</i> – Joel Sartore • <i>DK Digital Photography</i> • <i>Capture the Moment</i> – Sarah Wilkerson Artists / Photographers • Ansel Adams • Dorothea Lange • Gordon Parks • Annie Leibovitz • Steve McCurry • Henri Cartier-Bresson • Cindy Sherman • Tyler Mitchell • Sebastião Salgado		
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	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	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	
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	● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading 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	● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading 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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