Wall Township Public Schools	Board Approval Date:

Course Title: Unified Art

Course Description: Unified Art is an inclusive, student-centered visual arts course designed to provide all learners with opportunities to explore creativity, self-expression, and artistic skill development in a supportive and collaborative environment. This course brings together students with diverse learning styles and abilities to create, appreciate, and respond to art through a variety of media and techniques.

Students will engage in hands-on experiences in drawing, painting, sculpture, ceramics, mixed media, and design while developing fundamental artistic concepts such as the elements of art and principles of design. Emphasis is placed on creative problem-solving, communication, self-expression, and personal growth through the artistic process.

Through individual and collaborative projects, students will build confidence, strengthen fine motor and critical thinking skills, and develop an appreciation for the role of art in culture and everyday life. Instruction is differentiated to meet the unique needs of each student, fostering an inclusive environment where all learners can experience success, develop artistic voice, and celebrate creativity.

New Jersey Student Learning Standards
Artistic Process: Creating • 1.5.12prof.Cr1a, 1.5.12acc.Cr1a, 1.5.12acc.Cr1b, 1.5.12adv.Cr1a, 1.5.12adv.Cr1b • 1.5.12prof.Cr2a, 1.5.12prof.Cr2b, 1.5.12prof.Cr2c, 1.5.12acc.Cr2a, 1.5.12acc.Cr2b, 1.5.12acc.Cr2c • 1.5.12prof.Cr3a, 1.5.12acc.Cr3a Artistic Process: Performing/Presenting/Producing • 1.5.12prof.Pr4a • 1.5.12prof.Pr5a, 1.5.12acc.Pr5a, 1.5.12acc.Pr6a Artistic Process: Responding • 1.5.12prof.Re7a, 1.5.12prof.Re7b, 1.5.12acc.Re7a, 1.5.12acc.Re7b, 1.5.12adv.Re7a, 1.5.12adv.Re7b • 1.5.12prof.Re8a, 1.5.12acc.Re8a Artistic Process: Connecting • 1.5.12prof.Cn10a, 1.5.12acc.Cn10a, 1.5.12adv.Cn10a, 1.5.12prof.Cn11a, 1.5.12prof.Cn11b

Course Sequence & Pacing	
Unit Title	Estimated Number of Instructional Periods

Unit 1: Welcome to the art room, Building Characters A lesson on letter formation and how it has developed through time for visual communication. Learning to function and communicate in a unified art classroom setting. folder and letter art	10
Unit 2: Color Me through Time Color theory is vital to art and can be identified in every major art style through time. color wheel and color theory painting	10
Unit 3: Prehistory vs Contemporary Art A study of prehistoric art and how mark-making changed what we know about the past. All prehistory or primitive cultures and how they developed art techniques based on the materials they had access to, vs the modern art, where everything is accessible. cave painting, clay figurines, modern graffiti, mural art	10
Unit 4: Classical Legacy Art from the Ancient Greek and Roman Time period pottery, fresco painting, jewelry	10
Unit 5: Gothic and Medieval Art Mosaic, illuminated manuscripts,	10
Unit 6: India, China, and Japan scrolls, paintings, pottery, lanterns	10
Unit 7: Renaissance and beyond Art from 1500-1850: a glance at the social and visual developments through time perspective, value drawings, print making	10
Unit 8: Across the Ocean	10

Early American Art and African Art (totem poles, weaving, beading, pottery, mask making)	
Unit 9: Impressionism to Modernism This is the evolutionary leap where art shifted from capturing realistic, fleeting optical experiences to subjective, conceptual, and abstract expressions. (Pointalism, abstract art, action painting, mixed media, photography, collage art, found object sculpture)	10

Unit 1

Desired Results
Unit 1 Title: Building Characters
Unit Summary: In this introductory unit students will develop meaningful connections through partnerships and create a safe, inclusive environment where all individuals can participate, create, and express themselves through art. Through inclusive activities such as personal artistic choice, collaborative projects, and Unified art experiences, students will build skills in turn-taking, responding to visual cues and demonstrations, making choices, and expressing their preferences, ideas, and emotions through a variety of artistic mediums. Furthermore they will explore the visual language of letters and design while building classroom community and developing artistic confidence. Through a series of engaging activities, students will create personalized art folders and investigate creative letter forms as a means of self-expression and identity. Students will experiment with typography, color, pattern, and composition while learning the elements of art and principles of design.
Learning Standards
NJSLS: • 1.5.12prof.Cr1a Intentionally develop multiple artmaking approaches to guide creative ideas.

- 1.5.12acc.Cr2a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12prof.Pr5a Analyze and evaluate the reasons and methods for displaying artworks.
- 1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- English Language Arts: Students use written language, vocabulary, and personal narratives to explore identity and self-expression through the design of letters, words, and names. Students may also analyze how typography and visual choices communicate meaning and tone.
- Mathematics: Students apply concepts of geometry, measurement, symmetry, patterns, spatial relationships, and proportion when designing letters, organizing compositions, and creating patterns.
- Social Studies/History: Students explore how lettering, typography, and visual symbols have been used across different cultures and historical periods to communicate identity, ideas, and cultural values.
- Technology/Computer Science: Students may use digital design tools and technology to experiment with typography, color, layout, and composition while exploring how visual communication is created in digital environments.
- Career and Technical Education: Students are introduced to design-related careers and real-world applications of typography, including graphic design, advertising, branding, illustration, marketing, and digital media.

- Social-Emotional Learning: Students develop self-awareness, confidence, creativity, and a sense of identity through personalized artwork. Classroom art activities also encourage cooperation, respectful feedback, persistence, and appreciation of individual differences.
- World Languages: Students can explore alphabets, writing systems, symbols, and lettering styles from different languages and cultures, recognizing how visual forms of communication vary around the world.
- Media Literacy: Students examine how fonts, colors, symbols, and visual composition influence how information is perceived and how messages are communicated in advertisements, logos, social media, and other forms of visual media.

Learning Targets	
Unit Essential Questions: • How can we connect with others and express ourselves through art? • How do collaboration, respect, and inclusion contribute to a successful? • What type of artist are you? • What are some of the vast types of artwork in the world? • How does art vary from place to place? • What is typography, and how have letters and words been used in art over the years?	Unit Enduring Understandings: • Build connections and participate in an inclusive art environment by making choices, collaborating with peers, following visual cues, taking turns, and expressing themselves through art. • Identify what motivates you as an artist to make art. • Understand what materials were available to the artist. • Understand basic color theory and elements and principles of design. • How to make artistic choices that motivate you.
Vocabulary: • Unified • Inclusion • Design elements and principles	Students will be able to: • Create a folder design and a sketch book routine. • Understand the art room rules and their importance.

• visual communication • typography • font • serif • logo • graffiti • distortion • letter spacing • graphic design • calligraphy • Roman • Gothic • composition • linear	• Generate sketches and multiple solutions to projects. • Investigate fonts and the history of typography. • Establish a consistent routine for the class. • Develop a respect for the care of tools, equipment, and supplies through known safety practices

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students work with a partner to create a collaborative name or identity design. Each student contributes ideas about their interests, favorite things, strengths, or personal symbols. Partners combine these ideas into one shared design that represents both students. The class can display the designs together as a visual representation of the classroom community.
- Students examine how artists and designers use letters, names, symbols, and visual identity to express culture, heritage, and individuality.
- Students explore typography and visual symbols from diverse cultures, including Asian American and Pacific Islander writing systems and design traditions.
- Students investigate how artists from marginalized communities, including LGBTQ+ artists and artists with

disabilities, use visual identity and self-expression in their work.
- Students design a personal art folder or identity-based lettering project that represents aspects of their identity, interests, culture, or values.
- Students discuss how inclusive design and accessible communication support diversity, equity, and inclusion.

Assessment Evidence
Formative Assessments: Student Folder Design Clay letter rubric
Summative Assessments: • Preliminary Folder Sketch • Poster Gothic Alphabet • Transferring to Project Folder • Adding Color and Value with Paint to Transferred Drawing • Teacher Observation • Peer to Peer critique • Self-critique
Common Benchmark Assessments: Student Folder Design Assessment and Clay Letter Assessment
Alternative Assessments: • Portfolio Assessment: Collection of sketches, practice activities, completed artwork, and photographs of artwork demonstrating progress throughout the unit. • Teacher Observation: Assessment of the student's participation, effort, use of materials, ability to follow directions, and development of artistic skills. • Verbal or Supported Explanation: Students explain their artwork and artistic choices verbally, through gestures, pictures, choices, or an augmentative communication device.

- Visual Choice Assessment: Student identifies elements of art and principles of design by pointing to, matching, or selecting visual examples.
- Adapted Self-Critique: Student responds to simple questions about their artwork using yes/no responses, picture choices, sentence starters, or a rating scale.
- Adapted Peer Critique: Student provides positive feedback to a peer using a structured checklist, visual choices, or sentence starters.
- Demonstration of Skills: Students demonstrate skills such as selecting colors, using art materials appropriately, creating a letter design, or identifying a pattern.
- Project-Based Assessment: Student completes a modified art project that demonstrates understanding of the unit's essential skills and concepts.
- Student Reflection: Students reflect on their artwork by selecting pictures, symbols, or words to identify what they liked, what they created, and what they learned.
- Performance-Based Assessment: Student demonstrates understanding through a hands-on art activity rather than a traditional written test.

Core Instructional & Supplemental Materials

Materials: pencils, scissors, folders, sketchbooks, transfer paper, paint markers, paints, brushes, palette, water cup, printer, sharpies, paper towels.

Core Instructional Materials:

- Art folders and sketchbooks
- Large-grip pencils, triangular pencils, and pencil grips
- Large crayons, markers, and paint markers
- Washable tempera paints and paintbrushes of various sizes
- Construction paper, cardstock, and large sheets of paper
- Letter stencils, alphabet templates, and tracing guides

- Scissors, including adapted scissors
- Glue sticks and liquid glue
- Transfer paper
- Paint palettes and water cups
- Visual examples of fonts, lettering, logos, and symbols

Supplemental Materials:

- Visual art room rules and safety signs
- First-Then boards and visual schedules
- Step-by-step picture directions
- Choice boards for colors, materials, and designs
- Picture communication cards for art materials and actions
- AAC-compatible vocabulary cards
- Adapted alphabet and letter formation guides
- Pre-drawn letters and partially completed designs
- Foam or raised-line letter templates for tactile exploration
- Digital drawing or lettering applications
- Sensory-friendly drawing tools and textured materials

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools

- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples
- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Small-group or one-to-one instruction and support as needed.
- Additional time to complete assignments, projects, and assessments.
- Review and repetition of directions as needed.
- Opportunities for the student to restate directions or information to demonstrate understanding.

- Use of extra visual and verbal cues, prompts, and modeling.
- Verbal and visual cues to support following directions and staying on task.
- Use of checklists to help students follow multi-step activities and monitor their progress.
- Immediate feedback, positive reinforcement, and redirection when appropriate.
- Preferential seating to support attention, participation, and access to instruction.
- Consistent routines and visual schedules to help students anticipate activities and transitions.
- Access to a designated space for movement, sensory needs, or breaks.
- Scheduled and/or as-needed rest breaks during extended activities.
- Directions presented in clear, concise language and broken into smaller, manageable steps.
- Use of visual examples, demonstrations, templates, models, and adapted materials as needed.
- Opportunities to choose materials, colors, patterns, and designs to encourage independence and self-expression.
- Reduced writing demands and alternative ways to demonstrate understanding, including verbal responses, pointing, selecting choices, or using an alternative communication method.
- Sentence starters, word banks, and structured forms to support peer critiques, self-critiques, and artist reflections.
- Modified expectations and grading criteria that emphasize individual progress, participation, effort, skill development, and demonstration of learning.

Modifications may include:

- Reduce the number of required steps, letters, patterns, or design elements in a project.
- Provide simplified or partially completed project templates.
- Allow students to create a simpler letter design or use a limited number of colors and patterns.
- Provide pre-drawn letters, stencils, tracing materials, or outlines as needed.
- Modify the clay letter project by allowing students to create a simpler letter form or use alternative materials.
- Reduce the amount of writing required for sketches, artist statements, self-critiques, and peer critiques.
- Allow students to demonstrate understanding through verbal responses, pointing, selecting choices, or other alternative communication methods.

- Modify rubrics to emphasize participation, effort, individual progress, completion of essential steps, and demonstration of targeted skills.
- Provide alternative methods for completing artwork, such as collage, digital design, painting, or other accessible media.
- Reduce the complexity of vocabulary and concepts related to typography, composition, color, value, and design.
- Provide fewer choices when needed to support decision-making and successful completion of projects.
- Allow students to complete projects with assistance from an adult or peer while encouraging the student to complete as much of the work independently as possible.
- Modify peer and self-critique activities by using simple questions, picture supports, sentence starters, or choice-based responses.
- Allow alternative methods of presenting or displaying artwork, including a verbal explanation, visual display, or supported presentation.
- Grade students based on modified learning expectations and their individual level of performance rather than the same criteria as peers when required by the student's IEP.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations
- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills

- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Color me through time

Unit Summary: In this unit, students will explore the fundamentals of color theory and discover how artists use color to communicate ideas, emotions, and visual impact. Through hands-on activities and creative experimentation, students will investigate the color wheel, including primary, secondary, and tertiary colors, as well as warm and cool color relationships.

Students will create a color wheel to develop an understanding of color mixing and organization. They will then apply their knowledge through a color scheme assignment that explores monochromatic, analogous, complementary, split-complementary, triadic, and tetradic color relationships. Throughout the unit, students will examine how color influences mood, emphasis, and composition in works of art.

Learning Standards

NJSLS:

- 1.5.12acc.Cr1b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design
- 1.5.12prof.Cr3a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- 1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Science: Students explore the scientific properties of light and color, including the visible spectrum, color perception, reflection, absorption, and how the human eye interprets color.
- Mathematics: Students apply concepts of sequencing, organization, patterns, relationships, and proportional spacing when creating a color wheel and organizing color schemes.
- English Language Arts: Students use descriptive and analytical language to explain how color communicates mood, emotion, symbolism, and meaning in works of art.
- Social Studies/History: Students examine how color has been used differently across cultures and historical periods to represent traditions, beliefs, social status, emotions, and cultural meanings.
- Psychology/Social-Emotional Learning: Students explore how colors can influence emotions, mood, behavior, and personal responses, recognizing that individual and cultural experiences may affect how color is perceived.
- Technology/Computer Science: Students investigate how digital media uses RGB color systems and digital tools to create, manipulate, and combine colors in contemporary art and design.

- Career and Technical Education: Students connect color theory to careers and real-world applications in graphic design, fashion, interior design, photography, advertising, marketing, animation, and visual media.
- World Languages/Cultural Studies: Students explore how color words, color symbolism, and the emotional meanings associated with colors may differ among languages and cultures.
- Media Literacy: Students analyze how color is used in advertising, branding, film, photography, and social media to attract attention, influence emotions, communicate messages, and shape perception.

Learning Targets	
Unit Essential Questions: • What can the color wheel tell us? • How can colors have meaning? • How do tints, shades and neutrals affect color intensity? • How will you ensure that your completed color wheels are completed with fine craftsmanship?	Unit Enduring Understandings: • The color wheel is a tool that shows us how colors are related to each other. • Colors mean different things to different people. Culture, religion, experiences and environment all mold our meaning of color. • Color intensity is decreased when a pure color is combined with white, black or its natural complement. • Painting and mixing craftsmanship is directly affected by the thoroughness of the mix and careful application and brush control.
Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • Primary • Secondary	Students will be able to: • Create a color wheel. and create a color theory painting

<table>
<tr>
<td>

- Tertiary
- Tints
- Shades
- Neutrals
- Complementary
- Intensity
- Color Progression
- Craftsmanship

</td>
<td>

- Use the processes of mixing and even color progression to apply color with appropriate placement.
- Choose the appropriate teacher-demonstrated techniques to apply paint for desired results and fine craftsmanship.
- Participate in constructive critique with peers, reflect and revise work based on recommendations.
- Apply the vocabulary in student reading, writing, speaking and listening when applicable.

</td>
</tr>
<tr>
<td colspan="2">

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students work in pairs or small groups to choose colors that represent things they have in common, such as favorite foods, hobbies, music, sports, or places. They create a shared color design or mini color scheme and explain the meaning behind their choices. Students discover common interests while learning that people may have different personal connections to the same colors.
- Students explore how different cultures and communities use color to communicate symbolism, identity, emotion, and cultural meaning.
- Students examine color in Asian American and Pacific Islander art traditions, including textiles, celebrations, and decorative arts.
- Students investigate how color has been used by LGBTQ+ communities and other groups as a symbol of identity, visibility, and inclusion.
- Students examine how artists use color to bring attention to climate change and environmental issues.
- Students create color schemes inspired by a social issue, cultural tradition, personal experience, or environmental concern.

</td>
</tr>
</table>

Assessment Evidence
Formative Assessments: • Color wheel and color theory project
Summative Assessments: • Color Test Sheets • Color Placement • Checking Color Accuracy with Exemplar • Teacher Observation • Peer-to-peer critique • Self-critique
Common Benchmark Assessments: color wheel • Color wheel and color theory project
Alternative Assessments: • Modified Color Wheel: Student completes a simplified color wheel using a template, pre-drawn sections, color matching, or teacher-provided visual supports. • Color Identification and Matching: Student identifies or matches primary, secondary, warm, cool, complementary, or other colors using paint samples, color cards, or visual choices. • Hands-On Demonstration: Students demonstrate color mixing by combining primary colors to create secondary colors or adding white/black to create tints and shades. • Modified Color Theory Project: Student completes a simplified painting or design using a limited number of colors and demonstrates understanding of a targeted color relationship. • Teacher Observation Checklist: Teacher evaluates the student's ability to select colors, mix paint, use materials appropriately, follow directions, and demonstrate craftsmanship. • Visual or Verbal Response: Students explain color choices and the mood or meaning of colors through verbal responses, picture choices, pointing, gestures, or an alternative communication system. • Adapted Color Theory Quiz: Student demonstrates knowledge by matching terms to examples, identifying colors from visual choices, or selecting answers from a limited number of options.

- Portfolio Assessment: Student compiles color-mixing activities, color samples, completed artwork, and photographs of projects to demonstrate progress.
- Adapted Peer or Self-Critique: Students use a visual checklist, rating scale, yes/no questions, or picture choices to reflect on their artwork and provide feedback.
- Project-Based Performance Assessment: Student demonstrates understanding through a hands-on activity, such as creating a color progression, identifying colors in an artwork, or using a selected color scheme in a painting.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Color wheel templates
- Primary-color tempera paints
- White and black paint for tints and shades
- Paintbrushes in various sizes, including larger adaptive brushes
- Paint palettes
- Water basins and paper towels
- White cardstock and construction paper
- Color cards and paint samples
- Color wheel exemplars
- Crayons, markers, and colored pencils

Supplemental Materials:

- Large, high-contrast color identification cards
- Color-matching activities
- Visual color mixing charts
- Color-coded paint containers and labels

- Color choice boards
- Visual mood and emotion cards connected to colors
- Adapted color wheel templates with fewer sections
- Large-handled brushes and adaptive painting tools
- Digital color-mixing applications
- Tactile color samples when appropriate
- AAC color vocabulary cards

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples
- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Small Group/One-to-One Support: Provide instruction, modeling, and assistance in a small-group or one-to-one setting as needed.
- Additional Time: Allow additional time to complete the color wheel, color theory projects, assessments, and critiques.
- Review of Directions: Repeat, review, and clarify directions throughout the activity.
- Student Restates Information: Ask the student to restate directions, explain the next step, or identify the color concept being practiced to check for understanding.
- Space for Movement or Breaks: Provide access to a designated space for movement, sensory needs, or breaks.
- Extra Visual and Verbal Cues and Prompts: Use visual examples, color charts, examples, demonstrations, and verbal prompts to support learning.
- Preferential Seating: Provide seating that allows the student to clearly see demonstrations, visual supports, and teacher instruction while minimizing distractions.
- Follow a Routine/Schedule: Use a consistent classroom routine and visual schedule to support transitions and predictability.
- Rest Breaks: Provide scheduled and/or as-needed rest breaks during extended painting, mixing, or assessment activities.

- Verbal and Visual Cues: Provide reminders and prompts regarding directions, task completion, appropriate use of materials, and staying on task.
- Checklists: Provide step-by-step checklists for completing the color wheel, mixing colors, applying paint, cleaning materials, and completing critiques.
- Immediate Feedback: Provide immediate, specific feedback, positive reinforcement, and redirection to support skill development and successful completion of tasks.
- Break multi-step projects into smaller, manageable steps and present one or two steps at a time as needed.
- Provide color-coded visuals and labeled examples to support identification of primary, secondary, tertiary, warm, cool, complementary, and other color relationships.
- Allow students to demonstrate understanding through verbal responses, pointing, matching, selecting choices, or other alternative communication methods.
- Provide sentence starters, word banks, visual choices, or rating scales for peer and self-critique activities.
- Provide adapted materials and tools, such as color wheel templates, pre-drawn sections, larger brushes, or other materials as appropriate to the student's needs.

Modifications may include:

- Modify the color wheel assignment by reducing the number of required sections or focusing on identifying and using primary and secondary colors.
- Provide a pre-drawn color wheel template with sections outlined and labeled as needed.
- Reduce the number of color schemes required in the color theory project.
- Focus instruction and assessment on a smaller number of essential color concepts, such as primary, secondary, warm, cool, tints, and shades.
- Allow the student to demonstrate understanding of color mixing by creating a limited number of color combinations.
- Provide pre-selected colors or a limited number of paint choices to reduce decision-making demands.
- Modify color theory projects to use simpler designs, fewer colors, or fewer required steps.
- Provide color-coded examples, visual models, and exemplars for color relationships and vocabulary.
- Reduce the amount of written work required for color tests, critiques, reflections, and explanations.

- Allow the student to demonstrate understanding through verbal responses, pointing, matching, selecting choices, or an alternative communication system.
- Modify peer and self-critique activities by using simple questions, picture choices, yes/no responses, or a visual rating scale.
- Reduce the number of vocabulary terms the student is expected to independently use while focusing on essential terms identified by the teacher.
- Provide alternative materials or methods for demonstrating color concepts, such as colored pencils, markers, digital tools, or color cards instead of paint when appropriate.
- Modify craftsmanship expectations to focus on appropriate use of materials, participation, effort, and completion of essential steps.
- Use a modified rubric that measures progress toward individualized learning objectives rather than all grade-level criteria.
- Allow the student to complete a simplified color wheel or color theory project that demonstrates the essential learning target.
- Provide adult or peer assistance with materials and project completion while encouraging the student to complete as much of the work independently as possible.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations

- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Prehistory vs Contemporary Art

Unit Summary: In this unit, students will explore the evolution of artistic expression by comparing prehistoric art with contemporary art practices. Students will examine the purposes, materials, techniques, and cultural significance of early human artworks, including cave paintings and artifacts, and compare them to the diverse forms and concepts found in contemporary art. Through discussion, research, and hands-on artmaking, students will investigate how artists across time have used visual imagery to communicate ideas, tell stories, and express identity. This unit encourages students to recognize both the differences and enduring connections between ancient and modern artistic practices while developing their own creative voice.

Learning Standards

NJSLS:

- 1.5.12adv.Cr1a Visualize and generate plans for ideas and directions to create art and design that can affect social change.
- 1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.

- 1.5.12acc.Cr3a Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12acc.Re7b Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Social Studies/History: Students examine prehistoric societies, early human development, archaeology, and the historical and cultural purposes of cave paintings, artifacts, and other early forms of visual communication.
- English Language Arts: Students analyze how visual art communicates stories, ideas, emotions, identity, and social messages and connect visual storytelling to written and oral communication.
- Science: Students explore human evolution, archaeology, geology, and the natural materials used by prehistoric people to create pigments, tools, and artwork.
- Technology and Digital Media: Students compare prehistoric methods of communication with contemporary digital art, photography, video, social media, and other modern forms of visual expression.
- Environmental Science: Students investigate the relationship between early humans and their natural environment and consider how contemporary artists address environmental issues and sustainability through art.
- Social-Emotional Learning: Students develop self-expression, creativity, empathy, and respect for diverse perspectives while exploring how people across time have used art to communicate experiences and identity.
- Media Literacy: Students evaluate how visual artworks influence ideas, feelings, and behaviors and examine how contemporary artists use visual media to address social and cultural issues.

- Career and Technical Education: Students connect prehistoric and contemporary art practices to careers in archaeology, anthropology, museum curation, graphic design, illustration, digital media, advertising, and social activism.
- Mathematics: Students apply concepts of pattern, proportion, scale, repetition, and spatial relationships when analyzing and creating prehistoric-inspired and contemporary artworks.
- Civics and Social Change: Students explore how artists use visual communication to raise awareness of contemporary issues, influence audiences, and promote social change through creative expression.

Learning Targets	
Unit Essential Questions: • How and why was cave art made? • Compare cave art to modern day graffiti artists? • How have accessibility of materials developed, and how was art made over time? • What is the overall goal of art making?	Unit Enduring Understandings: • Identify what motivates you as an artist to make art. • Understand what materials were available to the artist. • Identify how/why cave art was created and how we perceive it today in modern-day. • Compare cave art to modern-day graffiti artists.
Vocabulary: • graffiti • Paleolithic • clay • hue • minerals • pigment • nomadic	Students will be able to: • Develop an appreciation for cave painting and accuracy. • Identify the skills needed to make art. • Develop primitive tools to paint with. • Understand what graffiti art is and develop an appreciation for the skills needed to achieve work at that level.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students work with a partner to create a collaborative artwork that communicates an idea, feeling, or message without using words. Partners take turns adding to the artwork and then try to guess what their partner was communicating. The activity encourages students to communicate, take creative risks, and learn about each other through nonverbal expression.
- Students compare prehistoric art with contemporary art created by artists from diverse cultures and backgrounds.
- Students examine how art has been used throughout history to tell stories, communicate identity, and respond to social issues.
- Students explore contemporary artwork addressing climate change and environmental concerns.
- Students examine artwork created by LGBTQ+ artists and artists with disabilities and discuss how personal experiences can influence artistic expression.
- Students create an artwork that connects a prehistoric artmaking method or concept with a contemporary issue.
- Students discuss how art can promote social change, inclusion, and awareness.

Assessment Evidence
Formative Assessments: • cave art assessment and contemporary graffiti art assessment
Summative Assessments: • Teacher Observation • Peer to Peer critique • Self-critique • Original visual reference materials
Common Benchmark Assessments: • cave art assessment and contemporary graffiti art assessment

Alternative Assessments:

- Modified Cave Art Project: Students create a simplified cave art drawing or painting using a template, visual model, or teacher-provided outline.
- Contemporary Art Project: Students create a simplified graffiti-inspired artwork using stencils, symbols, shapes, letters, or a limited number of colors.
- Visual Comparison Activity: Students compare prehistoric and contemporary art by matching pictures, identifying similarities and differences, or sorting visual examples.
- Hands-On Demonstration: Students demonstrate the use of primitive or found-object tools to create marks, patterns, or images.
- Teacher Observation Checklist: Teacher assesses participation, use of materials, ability to follow directions, artistic choices, and demonstration of targeted skills.
- Portfolio Assessment: Students collect sketches, practice work, completed artwork, and photographs of projects to demonstrate growth and understanding.
- Verbal or Supported Response: Student explains the purpose, materials, or techniques used in prehistoric or contemporary art through verbal responses, picture choices, pointing, gestures, or an alternative communication system.
- Adapted Vocabulary Assessment: Student identifies or matches vocabulary words such as *graffiti*, *Paleolithic*, *clay*, *minerals*, *pigment*, and *nomadic* with pictures, examples, or simplified definitions.
- Adapted Peer and Self-Critique: Student responds to simple questions using a visual checklist, yes/no responses, picture choices, or a rating scale.
- Performance-Based Assessment: Student demonstrates understanding by selecting appropriate materials, creating a visual image, or explaining how an artwork communicates an idea.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Brown craft paper and large paper surfaces
- Washable paints and natural-looking pigments
- Paintbrushes and paint markers
- Pencils, crayons, and markers
- Canvas or canvas boards
- Clay or air-dry clay
- Stencils and pre-drawn images
- Found-object painting tools
- Sponges, natural materials, and textured objects
- Water cups, palettes, and paper towels

Supplemental Materials:

- Large visual examples of cave paintings and contemporary graffiti
- Picture cards for comparing prehistoric and contemporary art
- Visual timelines
- Simplified vocabulary cards
- Tactile and textured materials for mark-making
- Adaptive brushes and easy-grip painting tools
- Pre-drawn animal, symbol, and shape templates
- Communication boards for selecting tools and colors
- Short video clips or teacher-created visual presentations
- Large collaborative mural paper
- Digital drawing tools for students who have difficulty using traditional materials

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards

- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples
- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Provide small-group or one-to-one instruction and support as needed.
- Allow additional time to complete artwork, research, projects, and assessments.
- Review, repeat, and clarify directions as needed.
- Ask the student to restate directions or information to check for understanding.
- Provide extra visual and verbal cues, prompts, demonstrations, and models.
- Use verbal and visual cues regarding directions, appropriate use of materials, and staying on task.
- Provide preferential seating where the student can clearly see demonstrations and visual examples while minimizing distractions.
- Follow a consistent routine and visual schedule to support predictability and transitions.
- Provide access to a designated space for movement or breaks.
- Allow scheduled and/or as-needed rest breaks during extended activities.
- Use step-by-step checklists to support completion of multi-step art projects.
- Provide immediate, specific feedback, positive reinforcement, and redirection.
- Break assignments into smaller, manageable steps and present directions one step at a time when appropriate.
- Provide visual exemplars of cave paintings, graffiti, tools, materials, and artistic techniques.
- Use simplified language and repetition when introducing new vocabulary and concepts.
- Provide opportunities to demonstrate understanding through speaking, pointing, matching, selecting, drawing, or alternative communication methods.
- Provide sentence starters, word banks, picture supports, or structured response options for peer and self-critiques.
- Allow the student to work with a supportive peer or adult when appropriate.

Modifications may include:

- Reduce the number of required components in the cave art and contemporary graffiti projects.
- Simplify the learning objectives to focus on identifying basic similarities and differences between prehistoric and contemporary art.
- Reduce the number of vocabulary words the student is expected to learn and independently use.
- Provide simplified definitions and visual representations of vocabulary.

- Modify research assignments by providing pre-selected resources, short readings, pictures, or teacher-created information.
- Reduce the amount of reading and writing required to demonstrate understanding.
- Allow the student to complete a simplified comparison of cave art and graffiti using pictures, matching activities, or a graphic organizer.
- Provide templates, stencils, tracing options, pre-drawn outlines, or partially completed designs.
- Limit the number of materials, tools, or techniques the student is expected to use.
- Allow the student to use modern art materials rather than creating or using complex primitive tools when necessary.
- Modify the cave art project to focus on creating basic symbols, shapes, animals, or patterns rather than detailed or realistic representations.
- Modify the graffiti project to focus on basic lettering, symbols, shapes, patterns, or color choices rather than complex graffiti techniques.
- Reduce the number of required artistic techniques or design elements.
- Provide alternative materials, such as markers, paint sticks, adaptive brushes, or digital tools, when appropriate.
- Modify peer and self-critique activities to use simple questions, picture choices, yes/no responses, or a visual rating scale.
- Modify rubrics to focus on participation, effort, individual progress, use of materials, completion of essential steps, and demonstration of individualized learning objectives.
- Allow alternative ways to demonstrate knowledge, including verbal explanations, visual choices, matching, pointing, or supported communication.
- Permit adult or peer assistance with materials and project completion while encouraging the student to complete as much of the work independently as possible.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts

- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations
- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently

- Choice to Work in a Group

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Classical Legacy

Unit Summary: In this unit, students will explore the artistic traditions of Ancient Egypt, Greece, and Rome through the study of sculpture, architecture, pottery, and decorative arts. Students will examine how classical artists used proportion, balance, storytelling, and symbolism to create works that reflected their cultures and values. Through hands-on artmaking experiences, students will create original artworks inspired by ancient Greek and Roman artistic styles and

techniques. This unit encourages students to make connections between historical and contemporary art while developing their creativity, artistic skills, and appreciation for the lasting influence of classical art traditions.

Learning Standards

NJSLS:

- 1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
- 1.5.12prof.Pr4a Analyze, select, and curate artifacts and/or artworks for a collection or portfolio
- 1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12prof.Cn11a Describe how knowledge of culture, traditions, and history may influence personal responses to art

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Social Studies/History: Students examine the civilizations of Ancient Egypt, Greece, and Rome, including their governments, religions, social structures, cultural values, and historical contributions as reflected in art and architecture.
- English Language Arts: Students analyze storytelling, symbolism, mythology, and narrative elements represented in ancient artworks. Students may also describe and interpret how visual art communicates stories and cultural beliefs.
- Mathematics: Students apply concepts of proportion, symmetry, geometry, balance, scale, and spatial relationships when studying and creating sculptures, architecture, pottery, and decorative designs.

- Science: Students explore the properties and uses of materials such as clay, stone, metal, and other natural resources used by ancient artists and consider how material properties influenced artistic techniques.
- World Languages/Cultural Studies: Students explore the languages, symbols, mythology, traditions, and cultural practices of Ancient Egypt, Greece, and Rome and examine how these influences are represented in art.
- Technology/Engineering: Students investigate ancient architectural innovations and engineering techniques, including columns, arches, structures, and building methods, and connect them to contemporary architecture and design.
- Career and Technical Education: Students connect classical art traditions to careers in architecture, sculpture, archaeology, museum curation, art conservation, graphic design, and historical preservation.
- Social-Emotional Learning: Students develop empathy and cultural understanding by examining how people from different historical societies expressed their beliefs, values, experiences, and understanding of the world through art.
- Contemporary Art and Media: Students compare ancient artistic traditions with contemporary art, architecture, design, and popular culture to recognize the continuing influence and reinterpretation of classical styles and ideas.

Learning Targets	
Unit Essential Questions: • What are the similarities and differences in the art of Egyptian, Greek, and Roman? • What does the medium that the culture uses tell you about their beliefs? • How is this art constructed compared to the art of today? • What is a fresco? • What was so unique about their pottery? • How did Egyptian art develop?	Unit Enduring Understandings: • The rise and fall of an Empire and the art that tells the story. • Cataloging art according to its function and need of the culture. • Telling a story of power and greatness. • Idealizing the way you see art. • Male and female relations and how they are viewed and valued from culture to culture.

<table>
<tr><td>

- What is Pompeii and how did it help us learn all about their culture?

</td><td></td></tr>
<tr><td>

Vocabulary: pottery

- fresco
- bronze casting
- temple building
- stone carving
- column design
- polytheistic
- mythology
- idealized
- replica
- monotheistic
- register
- relief
- Hieroglyphics
- canopic jar
- sarcophagus
- Ra

</td><td>

Students will be able to:

- Examine artwork, mythology, and folklore of ancient Egypt, Greece, and Rome.
- Utilize models, examples, and templates to give inspiration and act as guides.
- Incorporate pattern, color, and line in works of art through an investigation of new media and techniques.
- Construct objects that utilize good craftsmanship and are beautiful (form) as much as they are useful (function).
- Reinforce a respect for the care of tools, equipment, and supplies through known safety practices.

</td></tr>
<tr><td colspan="2">

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students work in small, mixed groups to design and create a collaborative structure inspired by classical architecture. Each student contributes a piece of the design, such as a column, pattern, symbol, or decorative element. Groups discuss how each individual contribution helps create a stronger overall structure, reinforcing the idea that every member of the class contributes to the community.

</td></tr>
</table>

- Students explore how Ancient Egyptian, Greek, and Roman art reflected cultural values, beliefs, social structures, and ideas about identity.
- Students investigate the contributions and artistic traditions of diverse cultures and examine how classical art has influenced contemporary artists and designers.
- Students explore how architecture and public art can promote inclusion and accessibility for people with disabilities.
- Students examine how contemporary artists reinterpret classical traditions to address issues of identity, diversity, and social justice.
- Students compare historical representations of people and communities with contemporary representations.
- Students create artwork inspired by classical techniques while incorporating a contemporary theme or personal message.

Assessment Evidence
Formative Assessments: • 2D and 3D project assessments
Summative Assessments: • Teacher Observation • Peer to Peer critique • Self-critique • Original visual reference materials
Common Benchmark Assessments: • 2D and 3D project assessments
Alternative Assessments • Modified 2D or 3D art project demonstrating understanding of an Ancient Egyptian, Greek, or Roman art form.

- Visual matching or sorting activity comparing Egyptian, Greek, and Roman artwork, architecture, pottery, or sculpture.
- Hands-on demonstration of an art technique, such as creating a relief, pattern, pottery design, hieroglyphic symbol, or simplified sculpture.
- Teacher observation checklist assessing participation, use of materials, following directions, craftsmanship, and demonstration of targeted skills.
- Portfolio assessment containing sketches, practice work, completed artwork, and photographs of 2D and 3D projects.
- Adapted vocabulary assessment using picture matching, identification, multiple-choice selections, or verbal responses.
- Verbal or supported explanation of an artwork's purpose, materials, cultural connection, or artistic choices.
- Adapted peer and self-critique using picture choices, yes/no questions, sentence starters, or a visual rating scale.
- Performance-based assessment in which the student identifies materials, selects appropriate tools, or demonstrates a specific artistic technique.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Air-dry clay or modeling clay
- Construction paper and cardstock
- Plaster or plaster alternatives
- Carving foam
- Tempera paints
- Paintbrushes and larger-handled brushes

- Glue and glue sticks
- Scissors and adapted scissors
- Plastic modeling tools
- Molds and forms
- Q-tips and other simple texture tools
- Visual examples of pottery, frescoes, sculpture, jewelry, and architecture

Supplemental Materials:

- Picture cards featuring Egyptian, Greek, and Roman art
- Visual timelines of ancient civilizations
- Simplified hieroglyphic symbol cards
- Pre-drawn pottery and pattern templates
- Texture stamps and rollers
- Foam or cardboard relief materials
- Adapted clay tools
- Large beads and easy-to-handle jewelry materials
- Visual step-by-step project directions
- Choice boards for symbols, patterns, and colors
- AAC cards for identifying materials, cultures, and artistic techniques

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools

- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples
- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.
Accommodations may include:

- Small-group or one-to-one instruction and support as needed.
- Additional time to complete projects, assessments, critiques, and other assignments.
- Review, repetition, and clarification of directions.

- Opportunities for the student to restate directions or information to demonstrate understanding.
- Space for movement or breaks as needed.
- Extra visual and verbal cues, prompts, models, and demonstrations.
- Preferential seating to clearly view demonstrations, visual examples, and teacher instruction.
- Consistent routines and visual schedules.
- Scheduled and/or as-needed rest breaks.
- Verbal and visual cues regarding directions, appropriate use of materials, and staying on task.
- Step-by-step checklists for completing multi-step projects.
- Immediate, specific feedback, positive reinforcement, and redirection.
- Visual examples and exemplars of Egyptian, Greek, and Roman art.
- Simplified language and repetition when introducing historical and artistic vocabulary.
- Sentence starters, word banks, picture supports, and structured response choices for critiques and reflections.
- Opportunities to demonstrate understanding through speaking, pointing, matching, selecting, drawing, or alternative communication methods.

Modifications may include:

- Reduce the number of cultures or art forms the student is expected to study in depth.
- Focus on essential concepts, such as identifying basic similarities and differences among Egyptian, Greek, and Roman art.
- Reduce the number of vocabulary terms the student is expected to independently learn and use.
- Provide simplified definitions and visual examples of vocabulary.
- Modify research assignments by providing short readings, pictures, videos, or teacher-created information.
- Reduce the amount of reading and writing required.
- Provide templates, stencils, pre-drawn designs, or partially completed projects.

- Simplify 2D and 3D projects by reducing the number of required steps, details, patterns, or design elements.
- Allow the student to create a simplified replica or artwork inspired by a classical art form.
- Limit the number of tools and materials the student is expected to use.
- Provide alternative materials or tools when needed.
- Modify critique activities to include simple questions, picture choices, yes/no responses, or visual rating scales.
- Modify rubrics to emphasize participation, effort, individual progress, use of materials, completion of essential steps, and demonstration of individualized learning objectives.
- Allow adult or peer assistance with materials and project completion while encouraging maximum independence.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations
- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction

- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Gothic and Medieval Art

Unit Summary: In this unit, students will explore the rich artistic traditions of the Medieval and Gothic periods through the study of illuminated manuscripts, stained glass windows, architecture, sculpture, and symbolic imagery. Students will examine how art reflected the religious, cultural, and social values of the time while discovering the distinctive characteristics of Medieval and Gothic artistic styles. Through hands-on projects inspired by these historical periods, students will apply concepts of pattern, symbolism, color, and design to create original artworks. This unit encourages students to appreciate the historical significance and lasting influence of Medieval and Gothic art while developing their own artistic skills and creative expression.

Learning Standards

NJSLS:

- 1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student's existing artwork
- 1.5.12prof.Cr2b Identify potential health risks of art materials and equipment and demonstrate proper techniques to ensure personal safety
- 1.5.12acc.Pr5a Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place
- 1.5.12prof.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Social Studies/History: Students study the Medieval period, including feudalism, the role of the Church, the Crusades, the growth of towns, and the social structures and cultural values that influenced artistic production.
- English Language Arts: Students explore illuminated manuscripts, religious stories, legends, and symbolic imagery while analyzing how visual art and written language work together to communicate narratives and ideas.
- Mathematics: Students apply concepts of geometry, symmetry, proportion, patterns, and repetition when studying Gothic architecture, stained glass windows, illuminated letters, and decorative designs.
- Science: Students investigate the properties of materials used in Medieval and Gothic art, including pigments, glass, metal, stone, and art-making tools, while learning about safe handling and potential health risks associated with art materials.
- Technology/Engineering: Students examine the engineering principles behind Gothic architecture, including pointed arches, flying buttresses, ribbed vaults, and structural support systems.
- World Languages/Cultural Studies: Students explore the cultural and religious traditions of Medieval Europe and examine how symbols, imagery, and artistic styles reflected the beliefs and values of different communities.
- Career and Technical Education: Students connect Medieval and Gothic art to careers in architecture, stained glass design, illustration, bookmaking, museum curation, art conservation, historical preservation, and exhibit design.
- Social-Emotional Learning: Students develop creativity, persistence, collaboration, and appreciation for different cultural and historical perspectives through individual and collaborative artmaking experiences.

- Media Literacy and Visual Communication: Students analyze how symbols, color, imagery, and visual design communicate meaning and compare the methods used in Medieval art with contemporary forms of visual communication, including graphic design, illustration, and digital media.
- Health and Safety: Students learn to identify potential hazards associated with art materials and equipment and practice appropriate procedures for maintaining a safe and healthy artmaking environment.

Learning Targets	
Unit Essential Questions: • How can accessibility to materials change the way can be viewed and interpreted? • What is a Rose Window and/or Stained Glass Window? • How does the purpose of the art affect how we value and view the art? • What is a mosaic? • What is a gargoyle? • How did the artist/church communicate with people when the majority of common people did not read? • Why were the churches so important in this time?	Unit Enduring Understandings: • Good craftsmanship is essential for aesthetics in visual communication. • • Developing skills to mass produce art using wood cuts and printmaking. • • Exploring other art forms that carried an alternative purpose than what we translate it as today. • • Art both reflects and shapes culture.
Vocabulary: • tryptic • woodcut • stained glass • gargoyle • mosaic	Students will be able to: • Make mosaics, relief work, gargoyles, printmaking, or stained glass style work. • Compare and contrast differences in 3-D building techniques from previous projects.

• rotunda • relic	• Introduce concepts of time and sequence in an illustrated work of art. • Design projects using non- traditional tools and materials. • Reinforce a respect for the care of tools, equipment, supplies, through known safety practices.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Each student creates an illuminated letter or symbol representing something about themselves, such as a hobby, interest, favorite activity, or personal strength. Students then share their designs with a partner or small group and combine their letters or symbols into a collaborative class artwork. This provides a structured way for students to share personal information and learn about their classmates.
- Students explore how Medieval and Gothic art reflected religious, cultural, and social values.
- Students examine illuminated manuscripts and stained-glass windows as historical forms of communication and storytelling.
- Students explore the contributions of diverse cultures and communities during the Medieval period, including influences from Asia, Africa, and the Middle East.
- Students examine how contemporary artists use stained glass, symbolism, and public art to address identity, inclusion, LGBTQ+ visibility, disability awareness, and social justice.
- Students investigate how architecture can be designed to be accessible to people with disabilities.
- Students create artwork using Medieval or Gothic-inspired patterns, symbols, or imagery connected to a contemporary issue.

Assessment Evidence

Formative Assessments:

- 2D and 3D project assessments

Summative Assessments:

- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:

- 2D and 3D project assessments

Alternative Assessments:

- Modified stained-glass-style, mosaic, relief, gargoyle, or printmaking project.
- Visual identification and matching of Gothic and Medieval art forms, including stained glass, mosaics, gargoyles, and woodcuts.
- Hands-on demonstration of a technique, such as creating a pattern, arranging a mosaic, making a relief, or using a printmaking process.
- Teacher observation checklist assessing participation, safety, craftsmanship, use of materials, and ability to follow directions.
- Portfolio assessment containing practice work, completed projects, and photographs of artwork.
- Adapted vocabulary assessment using visual matching, picture identification, or choice-based responses.
- Verbal or supported explanation of how an artwork communicated ideas, stories, or information.
- Adapted peer and self-critique using a checklist, visual scale, or picture-supported questions.
- Performance-based assessment demonstrating the safe and appropriate use of tools and materials.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Construction paper and cardstock
- Transparent colored paper or tissue paper
- Cardboard
- Clay and air-dry clay
- Plaster or modeling materials
- Ceramic tiles or large foam mosaic pieces
- Paints, brushes, palettes, and water cups
- Glue and masking tape
- Foam printing plates or stamps
- Large, easy-to-handle art materials

Supplemental Materials:

- Stained-glass-style templates
- Large mosaic pieces for easier grasping
- Pre-drawn illuminated letters
- Visual examples of stained glass, mosaics, gargoyles, and illuminated manuscripts
- Pattern and symbol cards
- Large-grip scissors
- Adapted printmaking tools
- Visual safety and material-use cards
- Step-by-step picture directions
- Choice boards for colors, patterns, and symbols
- Tactile relief materials
- AAC vocabulary cards for art forms and techniques

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples
- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or

diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Small-group or one-to-one instruction and support as needed.
- Additional time to complete 2D and 3D projects.
- Review, repetition, and clarification of directions.
- Opportunities for the student to restate directions or information.
- Space for movement or breaks.
- Extra visual and verbal cues, prompts, models, and demonstrations.
- Preferential seating for access to demonstrations and visual examples.
- Consistent routines and visual schedules.
- Scheduled and/or as-needed rest breaks.
- Verbal and visual cues regarding directions, safety, material use, and staying on task.
- Step-by-step checklists for multi-step projects.
- Immediate feedback, positive reinforcement, and redirection.
- Visual exemplars of stained glass, mosaics, gargoyles, reliefs, and printmaking.
- Pre-teaching and repeated practice of unit vocabulary.
- Structured sentence starters and visual supports for critiques.
- Opportunities to demonstrate understanding using verbal responses, pointing, matching, selecting, or alternative communication.

Modifications may include:

- Reduce the number of art forms the student is expected to study or compare.
- Focus on essential concepts, such as identifying a mosaic, stained glass window, gargoyle, or print.
- Reduce the number of vocabulary words expected to be mastered independently.
- Provide simplified definitions and visual examples.
- Modify research and reading assignments using short, simplified texts and visual resources.
- Reduce the number of required steps in art projects.
- Provide templates, stencils, pre-drawn designs, or partially completed patterns.
- Simplify mosaics by using larger pieces and fewer colors or design elements.
- Simplify stained-glass projects by using paper, transparent materials, or pre-drawn patterns.
- Simplify gargoyle or relief projects by providing molds, forms, or partially completed structures.
- Modify printmaking activities by using simple stamps, foam plates, or other accessible materials.
- Reduce writing requirements for reflections and critiques.
- Modify rubrics to focus on individual progress, participation, effort, safety, and completion of essential skills.
- Allow alternative materials or tools when needed to demonstrate the same essential concept

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations

- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: India, China, and Japan Art

Unit Summary: In this unit, students will explore the rich artistic traditions of India, China, and Japan by examining the cultural, historical, and spiritual influences that shaped their art forms. Students will investigate a variety of artistic practices, including painting, sculpture, ceramics, textiles, calligraphy, and decorative arts. Through hands-on projects inspired by these traditions, students will explore the use of symbolism, pattern, color, and craftsmanship while developing an appreciation for the diverse artistic expressions of Asian cultures. This unit encourages students to make connections between art, culture, and personal expression while expanding their understanding of global artistic traditions.

Learning Standards

NJSLS:

- 1.5.12prof.Cr1b Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

- 1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Cn10a Document the use of inquiry methods (e.g., observation, research, experimentation) to explore various subjects through artmaking.
- 1.5.12prof.Cn11a Describe how knowledge of culture, traditions, and history may influence personal responses to art

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Social Studies/History: Students explore the histories, cultures, religions, philosophies, traditions, and social structures of India, China, and Japan and examine how these influences shaped artistic practices and visual expression.
- English Language Arts: Students investigate Asian literature, poetry, mythology, and storytelling traditions while examining how visual art communicates narratives, symbolism, cultural values, and personal experiences.
- World Languages: Students explore the relationship between language and visual art through the study of Chinese and Japanese calligraphy, writing systems, symbols, and the visual qualities of written characters.
- Mathematics: Students apply concepts of geometry, symmetry, pattern, repetition, proportion, and spatial relationships when studying and creating textiles, ceramics, decorative arts, mandalas, and other traditional designs.

- Science: Students investigate the properties of materials and natural resources used in Asian art forms, including clay, pigments, ink, fibers, paper, and other materials used in painting, ceramics, textiles, and sculpture.
- Social-Emotional Learning: Students develop empathy, cultural awareness, curiosity, and respect for diverse perspectives by exploring how artists from different cultures express identity, beliefs, emotions, and connections to the natural world.
- Technology/Contemporary Art: Students compare traditional Asian artmaking techniques with contemporary digital and multimedia practices and explore how cultural traditions continue to influence modern artists and designers.
- Career and Technical Education: Students connect Asian artistic traditions to careers in graphic design, fashion and textile design, ceramics, illustration, animation, calligraphy, architecture, museum curation, and art conservation.
- Environmental Science: Students examine how the natural world has influenced Asian art, including landscape painting, nature-based symbolism, and the use of natural materials in traditional artistic practices.
- Global Studies/Cultural Studies: Students compare artistic traditions across India, China, and Japan while recognizing both the unique characteristics of each culture and the ways art reflects shared human experiences and values.

Learning Targets	
Unit Essential Questions: • How did early art making techniques from Asia hold true to productivity today? • Why is it important to discover how trade exposes material to various regions? • How does tradition play in making stylistic choices in art?	Unit Enduring Understandings: • Good craftsmanship is essential for aesthetics in visual communication. • Art both reflects and shapes culture. • The greatest artists often break with established traditions and techniques to better express what they feel.

Vocabulary: • Ukiyo-e • Kintsugi • wabi-sabi • Haboku • Guoha • Literati • Bichu • Colophon • Mundra • Stupa • Darshan • Garbha griha • ancient scrolls • pottery • lanterns • robes • letter formation • bonsai tree • Buddha • beaded jewelry • paper making • book making • mandalas	Students will be able to: • Make Kintsugi pottery • Incorporate pattern, color, and line in works of art through an investigation of new media and techniques. • Introduce concepts of radial symmetry in a mandala design. • Create art objects that are aesthetically beautiful as well as functional in nature. • Investigate different techniques for working with fabric, including dyeing and printing. • Introducing book-making techniques.
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* • Students work in pairs to create a collaborative artwork using patterns and symbols that represent their interests,	

experiences, or identities. Each partner contributes a section of the artwork, and the pair explains how the individual sections work together to create one unified design. The activity encourages cooperation, conversation, and appreciation of individual differences.

- Students explore the diverse artistic traditions, histories, cultures, and belief systems of India, China, and Japan.
- Students examine the influence of Asian American and Pacific Islander artists and communities on contemporary art and culture in the United States.
- Students investigate calligraphy, textiles, ceramics, painting, sculpture, and decorative arts from a variety of Asian cultures.
- Students explore how artists respond to environmental issues and climate change through landscape art, nature-based imagery, and contemporary art.
- Students examine how artists with diverse identities, including LGBTQ+ artists and artists with disabilities, use cultural traditions and contemporary practices in their work.
- Students create artwork inspired by an artistic technique or concept while developing a personal theme or message.

Assessment Evidence
Formative Assessments: • 2D and 3D project assessments
Summative Assessments: • Teacher Observation • Peer to Peer critique • Self-critique • Original visual reference materials
Common Benchmark Assessments: • 2D and 3D project assessments
Alternative Assessments:

- Modified art project inspired by a selected Indian, Chinese, or Japanese artistic tradition.
- Visual matching or sorting activity identifying patterns, symbols, materials, or artistic traditions from the three cultures.
- Hands-on demonstration of a technique, such as creating a mandala pattern, simple book, pottery design, textile design, or radial-symmetry artwork.
- Teacher observation checklist assessing participation, use of materials, craftsmanship, following directions, and artistic choices.
- Portfolio assessment containing sketches, practice activities, and completed artwork.
- Adapted vocabulary assessment using pictures, matching, identification, and choice-based responses.
- Verbal or supported explanation of how culture, tradition, or symbolism influenced an artwork.
- Adapted peer and self-critique using a visual checklist or rating scale.
- Performance-based assessment demonstrating a specific technique, such as pattern-making, printing, bookmaking, or creating radial symmetry.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Watercolor paints and brushes
- Tempera paints
- Ink and large-handled brushes
- Paper and cardstock
- Clay and air-dry clay
- Beads, large cord, ribbon, and wire

- Fabric and textile materials
- Glue and scissors
- Cardboard and chipboard
- Wood dowels
- Markers and paint markers
- Materials for simple bookmaking
- Materials for creating patterns, scrolls, lanterns, and mandalas

Supplemental Materials:

- Large visual examples of Asian art and artifacts
- Simplified calligraphy practice sheets
- Mandala templates with varying levels of complexity
- Pre-drawn patterns and stencils
- Large beads and adapted stringing materials
- Visual step-by-step directions for bookmaking
- Pattern and symmetry cards
- Tactile materials for exploring texture and pattern
- Choice boards for colors, patterns, and materials
- AAC vocabulary cards
- Digital drawing tools for pattern and symmetry activities

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports

- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples
- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Small-group or one-to-one instruction and support.

- Additional time for projects, assessments, and critiques.
- Review and repetition of directions.
- Opportunities for the student to restate directions and information.
- Space for movement or breaks.
- Extra visual and verbal cues, prompts, models, and demonstrations.
- Preferential seating for access to visual examples and instruction.
- Consistent routines and visual schedules.
- Scheduled and/or as-needed rest breaks.
- Verbal and visual cues regarding directions, material use, safety, and staying on task.
- Step-by-step checklists for multi-step art projects.
- Immediate feedback, positive reinforcement, and redirection.
- Visual exemplars of mandalas, pottery, textiles, calligraphy, bookmaking, and other artistic traditions.
- Pre-teaching and repeated practice of vocabulary.
- Sentence starters, picture supports, and word banks for reflections and critiques.
- Opportunities to respond verbally, visually, through pointing, matching, selecting, or alternative communication methods.

Modifications may include:

- Focus instruction on one or two selected cultures or artistic traditions at a time.
- Reduce the number of vocabulary words the student is expected to learn independently.
- Provide simplified definitions and visual representations of vocabulary.
- Reduce the complexity of research assignments and provide teacher-selected resources.
- Simplify projects by reducing the number of required steps, patterns, colors, or design elements.
- Provide templates, stencils, tracing options, and pre-drawn designs.

- Modify mandala projects by reducing the number of repeated sections or patterns.
- Simplify bookmaking projects by reducing the number of pages and construction steps.
- Modify textile or printing activities by using simpler patterns and accessible materials.
- Provide alternative tools and materials when needed.
- Reduce the amount of written reflection and critique required.
- Modify rubrics to focus on individual progress, effort, participation, craftsmanship, and completion of essential skills.
- Allow the student to demonstrate cultural and artistic understanding through matching, selecting, pointing, verbal explanation, or supported communication.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations
- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction

- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 7

Desired Results

Unit 7: Title: Renaissance and beyond (1500-1850)

Unit Summary: This unit explores the artistic developments of the Renaissance through the 18th century, highlighting the evolution of art from 1500–1800. Students will examine key artistic movements, including the Renaissance, Baroque, and Rococo periods, while learning about influential artists, techniques, and cultural influences. Through hands-on projects, students will apply concepts such as perspective, realism, portraiture, dramatic composition, and decorative design to create artwork inspired by the masterpieces and innovations of these historical periods.

Learning Standards

NJSLS:

- 1.5.12prof.Cr1a Intentionally develop multiple artmaking approaches to guide creative ideas.
- 1.5.12acc.Cr3a Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12prof.Pr5a Analyze and evaluate the reasons and methods for displaying artworks.
- 1.5.12prof.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Social Studies/History: Students examine the Renaissance, Baroque, and Rococo periods within their historical contexts, including the influence of the Reformation, exploration, monarchies, the Catholic Church, and changing social and political structures.
- English Language Arts: Students analyze how artists communicate narratives, emotions, themes, and ideas through visual imagery and may connect visual artworks to literature, poetry, drama, and historical texts from the same time periods.
- Mathematics: Students apply concepts of geometry, proportion, scale, symmetry, measurement, and spatial relationships when studying perspective, realistic representation, architectural design, and composition.
- Science: Students explore the scientific study of light, shadow, optics, and human anatomy as they relate to realism, perspective, observation, and the representation of the human figure.
- Technology/Engineering: Students investigate innovations in artistic tools and techniques, including developments in perspective, painting methods, printmaking, and other technologies that influenced the creation and distribution of art.
- Music and Performing Arts: Students compare the dramatic qualities, emotional expression, ornamentation, and movement found in Baroque and Rococo art with developments in music, theater, dance, and opera during the same historical periods.
- Social-Emotional Learning: Students develop skills in self-reflection, constructive criticism, persistence, and revision as they participate in peer critiques and refine their artwork in response to feedback.

- Career and Technical Education: Students connect historical art practices to careers in portraiture, illustration, graphic design, architecture, museum curation, art conservation, photography, and visual media.
- Media Literacy: Students analyze how artists use composition, dramatic lighting, symbolism, and visual storytelling to influence viewers' emotions and perceptions, connecting these techniques to contemporary photography, film, advertising, and digital media.
- Cultural Studies: Students examine how art reflects the beliefs, values, power structures, and cultural traditions of different societies while comparing historical artistic ideas with contemporary artistic practices.

Learning Targets	
Unit Essential Questions: • Who decides what is art and what isn't? • How did one point perspective change how we viewed the world around us? • How do cultural changes interfere with the artistic choices of the artist? • How does shading and values create more depth in a value drawing?	Unit Enduring Understandings: • Developing a good sense of one point perspective changes the quality of art. • Cultural advancements make a solid impact on the art world. • Each genre has its own distinct ideas and movements.
Vocabulary: • one point perspective • elongated • foreshortening • color • hue • value	Students will be able to: • Developing skills to learn to draw from life. • Identify an object and break it down to emulate an accurate rendering. • Learning to make art from life and the object around us. • Understand and utilize themes and motifs in art.

• intensity • shade • tone • tint	• Making a one point perspective drawing. • Working on pencil skills and value drawing.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students work with a partner to create a portrait or symbolic representation of one another. Rather than focusing only on physical appearance, students include symbols, colors, or objects that represent their partner's interests, strengths, or personality. Partners interview one another first, helping students become more comfortable communicating and learning about each other.
- Students examine how historical events, cultural changes, religion, politics, and scientific discoveries influenced art from 1500–1850.
- Students explore diverse artists and cultural influences that contributed to artistic developments during the Renaissance, Baroque, and Rococo periods.
- Students investigate how artists have represented identity, gender, disability, race, and social status throughout history.
- Students examine how art has been used to communicate power, social change, and cultural values.
- Students explore how artists today reinterpret historical styles to address climate change, inclusion, LGBTQ+ identity, and other contemporary issues.
- Students participate in peer critiques and revise artwork based on feedback.

Formative Assessments:

- 2D and 3D project assessments

Summative Assessments:

- Teacher Observation
- Peer to Peer critique

- Self-critique
- Original visual reference materials

Common Benchmark Assessments:

- 2D and 3D project assessments

Formative Assessments:

- 2D and 3D project assessments

Alternative Assessments:

- Modified one-point perspective drawing using a template, grid, visual guide, or teacher model.
- Modified value drawing demonstrating the use of light and dark values.
- Visual identification and matching of artistic characteristics from the Renaissance, Baroque, or Rococo periods.
- Hands-on demonstration of perspective, shading, value, or observational drawing techniques.
- Teacher observation checklist assessing participation, effort, use of materials, following directions, and development of artistic skills.
- Portfolio assessment containing sketches, practice drawings, completed artwork, and photographs.
- Adapted vocabulary assessment using visual matching, picture identification, and choice-based responses.
- Verbal or supported explanation of artistic choices, such as the use of perspective, shading, color, or value.
- Adapted peer and self-critique using a visual checklist, rating scale, or simple questions.
- Performance-based assessment in which the student demonstrates how to create a line to a vanishing point, apply shading, or identify foreground and background.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Drawing paper and sketchbooks
- Large-grip pencils and graphite pencils
- Erasers and pencil grips
- Colored pencils and markers
- Sharpies and paint markers
- Paint and brushes
- Grids and perspective guides
- Mirrors for observational drawing
- Paper for printmaking
- Foam printing plates or other accessible printing materials
- Tapestry and textured materials for pattern exploration

Supplemental Materials:

- Pre-drawn horizon lines and vanishing points
- One-point perspective templates
- Perspective grids
- Value scales with three to five levels
- Shading guides and visual exemplars
- Simple still-life objects
- Large visual examples of Renaissance, Baroque, and Rococo art
- Picture cards for foreground, middle ground, and background
- Adapted printmaking tools
- Visual vocabulary cards
- Communication boards for selecting artistic techniques and materials

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples
- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or

diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Small-group or one-to-one instruction and support.
- Additional time to complete drawings, projects, and assessments.
- Review, repetition, and clarification of directions.
- Opportunities for the student to restate directions or information.
- Space for movement or breaks.
- Extra visual and verbal cues, prompts, models, and demonstrations.
- Preferential seating for access to teacher demonstrations and visual examples.
- Consistent routines and visual schedules.
- Scheduled and/or as-needed rest breaks.
- Verbal and visual cues regarding directions and staying on task.
- Step-by-step checklists for drawing and project completion.
- Immediate feedback, positive reinforcement, and redirection.
- Visual guides for one-point perspective, shading, value, and observational drawing.
- Use of exemplars and teacher modeling.
- Pre-teaching and repeated practice of vocabulary.
- Sentence starters, visual choices, and structured supports for critiques.
- Opportunities to demonstrate understanding through verbal responses, pointing, matching, selecting, drawing, or alternative communication.

Modifications may include:

- Reduce the number of artistic movements and concepts the student is expected to study.
- Focus on essential concepts such as perspective, foreground, background, value, and shading.
- Reduce the number of vocabulary terms expected to be independently learned and used.
- Provide simplified definitions and visual examples.
- Simplify one-point perspective drawings by using a limited number of lines and shapes.
- Provide a pre-drawn horizon line, vanishing point, grid, or perspective guide.
- Reduce the complexity of observational drawing assignments.
- Allow the student to draw simple objects rather than complex still-life or life-drawing subjects.
- Simplify value drawings by using a limited number of values, such as light, medium, and dark.
- Provide shading guides, value scales, or partially completed examples.
- Allow alternative materials, such as markers, colored pencils, or digital tools.
- Reduce the amount of written reflection and critique required.
- Modify rubrics to emphasize individual progress, effort, participation, use of techniques, and completion of essential skills.
- Allow alternative methods of demonstrating understanding, including verbal explanations, visual choices, matching, pointing, or supported communication.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks

- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations
- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 8

Desired Results

Unit 8 Title: Across the Ocean (Early American art and African Art)

Unit Summary: This unit explores the rich artistic traditions of early Native American and African cultures through the study of their history, symbolism, materials, and artistic practices. Students will examine how art was used to express cultural identity, spirituality, storytelling, and daily life. Through hands-on projects inspired by traditional techniques and designs, students will create artwork that reflects the visual languages and craftsmanship of these diverse cultures while developing an appreciation for their lasting artistic contributions.

Learning Standards

NJSLS:

- 1.5.12acc.Pr6a Analyze and justify how an artist's work reflects its cultural context and how it may be interpreted differently by diverse audiences.

- 1.5.12adv.Re7b Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
- 1.5.12adv.Cn10a Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn11b Describe how knowledge of global issues, including climate change, may influence personal responses to art

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Social Studies/History: Students examine the histories, cultures, traditions, and societies of early Native American and African peoples and explore how art reflected cultural identity, spirituality, community life, storytelling, and historical experiences.
- English Language Arts: Students explore oral traditions, myths, legends, storytelling, and written texts while examining how visual art communicates narratives, cultural values, beliefs, and historical experiences.
- Mathematics: Students apply concepts of geometry, symmetry, pattern, repetition, proportion, and spatial relationships when studying and creating traditional designs, textiles, beadwork, pottery, and decorative arts.
- Science/Environmental Studies: Students investigate the natural materials used in traditional artmaking, including clay, wood, fibers, natural pigments, shells, and other resources, while considering the relationship between art, the environment, and sustainability.

- Global Studies/Cultural Studies: Students compare artistic traditions from diverse Native American and African cultures, identifying shared themes and artistic practices while recognizing the unique histories, identities, and cultural contexts of individual communities.
- Social-Emotional Learning: Students develop empathy, cultural awareness, respect for diverse perspectives, and an appreciation for how individuals and communities use art to express identity, beliefs, experiences, and connections to others.
- Climate and Environmental Education: Students explore how climate, geography, natural resources, and environmental changes influence artistic materials, cultural practices, and personal responses to art.
- Technology and Contemporary Art: Students examine how traditional artistic practices and cultural designs continue to influence contemporary artists, designers, fashion, architecture, digital media, and other forms of visual communication.
- Career and Technical Education: Students connect traditional artistic practices to careers in textile design, ceramics, jewelry and beadwork, fashion, graphic design, museum curation, cultural preservation, art education, and art conservation.
- Media Literacy: Students analyze how artwork may be interpreted differently by audiences based on their cultural backgrounds, experiences, and perspectives, while considering the importance of respectful and accurate representation of cultural traditions.

Learning Targets	
Unit Essential Questions: • How do beliefs shape the decisions made by the artist? • How was art used in everyday life experiences? • How do colors, patterns, and textiles play a role in select cultures?	Unit Enduring Understandings: • Identify artistic patterns in medium, function, and form within primitive culture. • Developing a response and understanding of the everyday life of a specific culture.

<table>
<tr><td>What is the purpose for mask making and how did these cultures utilize the materials that were accessible to them?</td><td>Art was made from these regions and were made for cultural purposes.</td></tr>
<tr><td>Vocabulary:
Textiles
pattern
motif
ritual
sacred
adobe
pueblo
totem</td><td>Students will be able to:
Incorporate pattern, color, and line in works of art through an investigation of new mediums & techniques.
Construct objects that utilize good craftsmanship and are beautiful (form) as much as they are useful (function).
Design art based on Native American art jewelry and pottery.
Investigate different techniques for working with fabric including dying and printing.
Introducing book making techniques.
African Mask making</td></tr>
<tr><td colspan="2">Learning Activities & Differentiation: (Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])
Each student creates an individual square that represents something important about themselves, such as their culture, family, interests, strengths, or goals. Students then work together to arrange the squares into a collaborative class quilt or mural. The finished artwork demonstrates how individual identities and experiences can come together to create a diverse and connected community.
Students explore the diverse artistic traditions of Native American and African cultures while recognizing that each includes many distinct communities and traditions.
Students examine how art communicates cultural identity, spirituality, storytelling, community values, and daily life.</td></tr>
</table>

- Students explore the contributions of African American artists and Native American artists to American art and culture.
- Students examine how artists address issues of climate change, environmental justice, land, natural resources, and sustainability.
- Students investigate contemporary artists from LGBTQ+ communities and artists with disabilities who use cultural traditions and personal experiences in their work.
- Students create artwork inspired by traditional artistic processes while developing their own personal ideas and contemporary messages.

Assessment Evidence
Formative Assessments: • 2D and 3D project assessments
Summative Assessments: • Teacher Observation • Peer to Peer critique • Self-critique • Original visual reference materials
Common Benchmark Assessments: • 2D and 3D project assessments
Alternative Assessments: • Modified mask, pottery, textile, weaving, jewelry, or bookmaking project inspired by a studied cultural tradition. • Visual matching or sorting activity identifying patterns, materials, symbols, and functions of artworks. • Hands-on demonstration of a technique such as weaving, pattern-making, textile printing, mask construction, or pottery design.

- Teacher observation checklist assessing participation, use of materials, craftsmanship, cultural understanding, and following directions.
- Portfolio assessment containing sketches, practice activities, and completed artwork.
- Adapted vocabulary assessment using picture matching, identification, and choice-based responses.
- Verbal or supported explanation of the purpose or cultural meaning of an artwork.
- Adapted peer and self-critique using a visual checklist, rating scale, or picture-supported questions.
- Performance-based assessment demonstrating the use of pattern, color, line, texture, or a selected artmaking technique.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Air-dry clay
- Fabric and textiles
- Yarn and thick string
- Simple weaving looms
- Paper and cardstock
- Paper mache materials
- Newspaper
- Brown craft paper
- Paints, brushes, palettes, and water cups
- Large beads and easy-to-handle jewelry materials
- Cardboard and recycled materials

- Mask-making forms and templates

Supplemental Materials:

- Visual examples of African and Native American art from specific cultural traditions
- Large pattern and motif cards
- Simple weaving templates
- Pre-formed mask bases
- Large beads and adaptive stringing materials
- Texture stamps
- Picture-supported vocabulary cards
- Visual step-by-step directions
- Choice boards for patterns, colors, and materials
- Tactile natural materials such as wood, fibers, and textured objects
- AAC cards for identifying patterns, materials, and artistic purposes.

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples

- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Small-group or one-to-one instruction and support.
- Additional time to complete projects, assessments, and critiques.
- Review, repetition, and clarification of directions.
- Opportunities for the student to restate directions or information.
- Space for movement or breaks.
- Extra visual and verbal cues, prompts, models, and demonstrations.

- Preferential seating for access to demonstrations and visual examples.
- Consistent routines and visual schedules.
- Scheduled and/or as-needed rest breaks.
- Verbal and visual cues regarding directions, appropriate use of materials, safety, and staying on task.
- Step-by-step checklists for multi-step projects.
- Immediate feedback, positive reinforcement, and redirection.
- Visual examples of patterns, textiles, masks, pottery, weaving, and other art forms.
- Pre-teaching and repeated practice of vocabulary.
- Sentence starters, picture supports, and structured choices for critiques and reflections.
- Opportunities to demonstrate understanding through verbal responses, pointing, matching, selecting, drawing, or alternative communication methods.

Modifications may include:

- Focus on one or two cultural traditions at a time.
- Reduce the number of vocabulary words expected to be independently learned and used.
- Provide simplified definitions and visual examples.
- Modify research assignments by providing short readings, visuals, videos, and teacher-created resources.
- Simplify projects by reducing the number of steps, patterns, colors, or design elements.
- Provide templates, stencils, pre-drawn designs, and partially completed projects.
- Simplify mask-making projects by using basic shapes, fewer materials, or pre-formed structures.
- Modify weaving projects by using larger materials, fewer rows, or a simplified pattern.
- Modify pottery or jewelry projects by reducing the number of construction steps.
- Reduce writing requirements for cultural explanations, reflections, and critiques.

- Allow the student to demonstrate cultural understanding through pictures, matching, verbal responses, pointing, or selecting choices.
- Modify rubrics to emphasize individual progress, effort, participation, craftsmanship, and completion of essential skills.
- Provide alternative materials or tools when needed to demonstrate the same learning objective.
- Allow adult or peer assistance while encouraging the student to complete as much of the work independently as possible.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations
- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments

- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning

Unit 9

Desired Results

Unit 9 Title: Impressionism to Modern Art

Unit Summary: This unit explores the evolution of art from Impressionism through Modern Art, examining how artists challenged traditional techniques and redefined artistic expression. Students will study major movements such as Impressionism, Post-Impressionism, Cubism, Expressionism, Surrealism, and Abstract Art while learning about influential artists and their innovative approaches. Through hands-on projects, students will experiment with color, composition, abstraction, and personal expression to create artwork inspired by these groundbreaking artistic movements.

Learning Standards

NJSLS:

- 1.5.12adv.Cr1b Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
- 1.5.12acc.Cr2a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Re7b Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12prof.Cn10a Document the creative process by tracking the development of ideas from initial concepts to final artworks, incorporating both research and personal experience.

Interdisciplinary Connections

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

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system

Interdisciplinary Connections:

- Social Studies/History: Students examine the historical, social, political, and cultural changes of the late 19th and 20th centuries and explore how events such as industrialization, urbanization, world wars, and social change influenced the development of modern art movements.
- English Language Arts: Students analyze how artists communicate ideas, emotions, experiences, and perspectives through visual imagery and connect modern art movements to literature, poetry, and other forms of creative expression from the same time periods.
- Mathematics: Students apply concepts of geometry, shape, proportion, spatial relationships, patterns, and visual organization when exploring Cubism, abstraction, composition, and other modern artistic approaches.
- Science: Students explore the science of light, color, perception, and the visual effects that influenced Impressionist artists, including the study of light, atmosphere, and color relationships.
- Psychology/Social-Emotional Learning: Students investigate how artists use color, line, shape, composition, and abstraction to express emotions, personal experiences, ideas, and perspectives.
- Technology and Digital Media: Students examine how technological developments, including photography, film, digital tools, and contemporary media, influenced artistic experimentation and continue to shape modern and contemporary art.
- Media Literacy: Students analyze how visual artworks can influence ideas, emotions, behaviors, and perceptions of specific audiences and connect these concepts to advertising, photography, film, social media, and graphic design.

- Career and Technical Education: Students connect modern artistic practices to careers in graphic design, illustration, photography, animation, fashion, advertising, architecture, film, digital media, and other creative industries.
- Music and Performing Arts: Students compare the experimentation, innovation, and rejection of traditional conventions in modern art with similar developments in modern music, dance, theater, and other performing arts.
- Research and Communication: Students conduct research on artists and art movements, document the development of their own creative process, and communicate how research and personal experiences influence their artistic decisions.

Learning Targets	
Unit Essential Questions: • What are the characteristics of the impressionist painters and the post impressionist painters? • How has society changed the purpose of art? • How quickly did styles develop and change during the 1900-2000's? • What is abstract art? • What is pointilism? • What was the lifestyle of an artist from this time?	Unit Enduring Understandings: • A shift in the artistic community, how are is made for the artist and only the artist. • • Identify motivation for and artist to work on a specific content area. • • Compare styles and techniques become individualized within the genres. • Observe the style change and shift in the art world. • Note the various styles that develop in a short period of time. • Reflecting back on the stylistic norms from previous genre.

Vocabulary: • pointillism • texture • pattern • mark making • easel • landscape • still life • foreground • midground • background • contrasting colors • warm and cool colors • modernism • postmodernism • photorealism • photography • collage • found object art	Students will be able to: • Discover how to create unique mixed media artworks. • Make art in the styles of pointalism, abstract expressionism, action painting, minimalism. • Collage art made from Pop Art culture • Design a found object sculpture and cardboard sculpture.
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* • Students work in pairs or small groups to create a collaborative artwork inspired by different modern art movements. Each student contributes a different part of the artwork or uses a different artistic approach. Groups then discuss how their different ideas, styles, and strengths came together to create one final piece, reinforcing the value of creativity and individual perspectives. • Students explore how artists challenged traditional conventions and developed new forms of artistic expression. • Students examine diverse modern and contemporary artists, including Asian American and Pacific Islander	

artists, LGBTQ+ artists, artists with disabilities, and artists from historically underrepresented communities.
- Students investigate how modern and contemporary artists use art to address climate change, social justice, identity, and other contemporary issues.
- Students analyze how visual art can influence ideas, emotions, and behaviors.
- Students create artwork inspired by a modern art movement while incorporating a personal experience, cultural perspective, or contemporary issue.
- Students document their creative process from initial idea through revision and completion.

Assessment Evidence
Formative Assessments: • 2D and 3D project assessments
Summative Assessments: • Teacher Observation • Peer to Peer critique • Self-critique • Original visual reference materials
Common Benchmark Assessments: • 2D and 3D project assessments
Alternative Assessments: • Modified artwork inspired by Impressionism, Pointillism, Abstract Expressionism, Pop Art, Minimalism, or another studied movement. • Visual identification and matching activity comparing artistic styles and techniques. • Hands-on demonstration of pointillism, mark-making, collage, abstraction, or found-object art. • Teacher observation checklist assessing participation, experimentation, use of materials, following directions, and artistic expression.

- Portfolio assessment containing sketches, practice work, completed artwork, and photographs of projects.
- Adapted vocabulary assessment using picture matching, visual identification, and choice-based responses.
- Verbal or supported explanation of artistic choices, such as color, texture, pattern, mark-making, or composition.
- Adapted peer and self-critique using a visual checklist, simple questions, or a rating scale.
- Performance-based assessment demonstrating a specific technique or creating an artwork using a selected artistic style.
- Choice-based assessment in which the student selects an art movement, material, or technique and demonstrates understanding through a completed artwork.

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Drawing paper and canvas
- Paints and paintbrushes
- Sponges and texture-making tools
- Paint markers and markers
- Colored pencils and crayons
- Magazines and printed images for collage
- Glue and glue sticks
- Cardboard and mixed-media materials
- Recycled and found objects
- Clay or modeling materials
- Digital cameras or tablets for photography
- Large paper for action painting and collaborative art

Supplemental Materials:

- Visual examples of Impressionism, Pointillism, Cubism, Abstract Expressionism, Pop Art, and other modern art movements
- Dot-making tools and cotton swabs for Pointillism
- Pre-cut collage materials
- Texture and pattern materials
- Simple geometric shape templates
- Visual choice boards for colors, shapes, and materials
- Adaptive painting tools and larger-handled brushes
- Sensory-friendly materials and alternative tools
- Picture-supported vocabulary cards
- AAC communication boards for expressing preferences and artistic choices
- Digital collage and drawing applications
- Structured visual steps for creating mixed-media and found-object artwork

The following materials should be available throughout the course to increase accessibility and independence:

- Visual schedules and visual task analyses
- First-Then boards
- Picture-based directions
- Visual choice boards
- AAC-compatible communication supports
- Adapted scissors and larger-handled tools
- Pencil grips and adaptive writing tools
- Large brushes and easy-grip art tools
- Pre-drawn templates, stencils, and tracing guides
- Tactile and textured materials
- High-contrast visual examples

- Color-coded materials and labels
- Non-toxic, washable art supplies
- Individual work trays or supply bins
- Visual cleanup checklists
- Sensory-friendly alternatives when appropriate
- Digital art and communication tools

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

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Accommodations may include:

- Small-group or one-to-one instruction and support.
- Additional time to complete artwork, projects, and assessments.
- Review, repetition, and clarification of directions.
- Opportunities for the student to restate directions or information.
- Space for movement or breaks.
- Extra visual and verbal cues, prompts, models, and demonstrations.

- Preferential seating for access to demonstrations and visual examples.
- Consistent routines and visual schedules.
- Scheduled and/or as-needed rest breaks.
- Verbal and visual cues regarding directions, material use, task completion, and staying on task.
- Step-by-step checklists for multi-step projects.
- Immediate feedback, positive reinforcement, and redirection.
- Visual exemplars of Impressionist, Modern, Abstract, Pop Art, and other artistic styles.
- Pre-teaching and repeated practice of vocabulary.
- Sentence starters, picture supports, word banks, and structured choices for critiques.
- Opportunities to demonstrate understanding through verbal responses, pointing, matching, selecting, drawing, or alternative communication methods.
- Allow additional time for experimentation with unfamiliar materials and techniques.

Modifications may include:

- Reduce the number of artistic movements and styles the student is expected to study in depth.
- Focus on essential concepts, such as identifying differences in style, color, texture, pattern, and mark-making.
- Reduce the number of vocabulary words expected to be independently learned and used.
- Provide simplified definitions and visual examples.
- Simplify research and reading assignments using short, accessible texts and visual resources.
- Reduce the number of techniques or materials required in a project.
- Provide templates, stencils, visual models, and partially completed designs.
- Modify pointillism projects by using larger dots, fewer colors, or simplified designs.
- Modify collage projects by providing pre-cut materials or a limited number of choices.
- Simplify abstract art projects by focusing on basic shapes, lines, colors, or textures.

- Modify found-object sculpture projects by providing pre-selected materials and simplified construction steps.
- Reduce the amount of written reflection and critique required.
- Allow the student to demonstrate understanding through verbal explanation, picture choices, matching, pointing, or supported communication.
- Modify rubrics to emphasize experimentation, participation, individual progress, effort, use of materials, and completion of essential skills.
- Allow the student to choose from a limited number of artmaking options to support successful participation and self-expression.
- Provide alternative materials or tools when needed.

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal glossaries
- Extended time
- Simplified and/or verbal instructions
- Frequent breaks
- Visual learning strategies, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling and demonstrations
- Strategic pairing of students with beginning English language skills with peers who have more advanced English language skills
- Scaffolding of instruction and assignments
- Word walls
- Think-pair-share activities
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connections
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share Based on Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Levels of Support
- Tiered Activities
- Small-Group Instruction
- Choice to Work Independently
- Choice to Work in a Group

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small-Group, In-Depth Instruction

- Differentiated Online Practice
- Alternative Assessments
- Pre-Assessments to Provide Differentiated Instruction and Accelerate Learning