

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
THIRD THROUGH FIFTH GRADE VISUAL ARTS CURRICULUM**



**Revised to meet the June 2020 NJSLS-VISUAL ARTS
Board Approval: AUGUST 2022**

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Mrs. Carolyn McDonald	Director of Equity and Student Services
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Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

Spirit and Intent

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy¹ through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others. (More examples that illustrate the philosophical foundations and lifelong goals that are the underpinnings of the NJSLS-VPA can be found in the Supplemental Materials section.)

New to This Version of the NJSLS-VPA

The inclusion of media arts as one of the five arts disciplines is new to this version. Media arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. The study of media arts can foster new modes and processes of creative thinking within in the realms of the digital and virtual worlds that are evermore present in students' lives. In fact, many students are already creating media art on their own and will benefit from support systems within their schools that mirror their life experiences. Because many young people hold a fascination with new media, incorporating media arts study into the school day can potentially enhance the connection between in-school and out-of-school learning and act as motivation for active learning.

Also new to this version of the NJSLS-VPA is the specialized approach to music education. To account for various opportunities that students have to engage in music instruction, the NJSLS-VPA include standards for five subdisciplines of music: General Music (grades K–8), Guitar, Keyboard, and Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music 1. The knowledge and understanding required to participate authentically in the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts. Technology. At the middle and high school level, students are required to demonstrate proficiency in only one of the preceding subdisciplines. It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The novice and intermediate performance expectations for Traditional and Emerging Ensembles, and Guitar, Keyboard and Harmonizing Instruments are

generally applicable to elementary and middle school students. The proficient, accomplished, and advanced level performance expectations are generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement level may be attainable throughout the K–12 continuum.

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[NJSLS Visual and Performing Arts](#)

[NJSLS Career Readiness, Life Literacies, and Key Skills](#)

[Computer Science and Design Thinking](#)

[NJSLS Climate Change Education](#)

Unit 1: Creating Curriculum Area: Visual Arts Unit Length: 8-9 Weeks	Grade Level 3-5
Unit Overview	
All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
<p>-Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>-Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p>-Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</p>	<p>-What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>-How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>-What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>

<p>- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</p> <p>-The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks</p>	<p>-How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?</p> <p>- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</p> <p>- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?</p>
<p align="center">District/School Supplementary Resources</p>	
<ul style="list-style-type: none"> • A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc... • Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet • Chalk Board • Promethean board • Project samples 	
<p align="center">District/ School Formative Assessment Plan</p>	<p align="center">District/ School Summative Assessment Plan</p>
<ul style="list-style-type: none"> • Teacher Observation • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks • Teacher Observation
<p align="center">Instructional Best Practices</p>	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition 	<ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs

- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

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

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Creativity and Innovation:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Digital Citizenship:

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Global and Cultural Awareness:

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking

Impacts of Computing:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

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

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

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

Interdisciplinary Connections**English Language Arts****Grade 3**

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Grade 4

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.

Measurement and Data

- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 5

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

NJSLS Learning Plan

ANCHOR STANDARDS AND PRACTICE

- Anchor Standard 1: Generating and conceptualizing ideas.
 - Visual Arts Practice: Explore
 - Media Arts Practice: Conceive
- Anchor Standard 2: Organizing and developing ideas.
 - Visual Arts Practice: Investigate
 - Media Arts Practice: Develop

PERFORMANCE EXPECTATIONS

- Anchor Standard 1: Generating and conceptualizing ideas.
 - 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
 - 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

<p>-Anchor Standard 3: Refining and completing products.</p> <p>-Visual Arts Practice: Reflect, Refine, Continue</p> <p>-Media Arts Practice: Construct</p>	<ul style="list-style-type: none"> ● 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials. ● 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods. ● 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. ● 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork. ● 1.2.5.Cr1e: Model ideas and plans in an effective direction. ● 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience. <p>-Anchor Standard 2: Organizing and developing ideas.</p> <ul style="list-style-type: none"> ● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork. ● 1.2.5.Cr2b: Model ideas, plan in an effective direction. ● 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience. <p>-Anchor Standard 3: Refining and completing products.</p> <ul style="list-style-type: none"> ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions. ● 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis. ● 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
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Key Vocabulary	
Color, Blue-green, Primary colors, Design Element of art, Yellow-green, Secondary colors, Composition, Brown, Rainbow, Red, Grey, , Blue, Black, Tints, Warm colors, Yellow, White, Cool colors, Green, Neutrals, Blending, Violet, Color wheel, Orange, Red-orange,, Yellow-orange, Media/medium, Blue-violet, Oil pastels, Red-violet, Tertiary colors, Complimentary, Analogous, Color Triad, Organic, Geometric, Sphere, Cone, Cylinder, Landscape, Seascape, Portrait, Foreground, Middleground, background, Asymmetry, Symmetry, Relief, Sculpture, Line, Shape, Form, Value, Space, Color, Texture, Variety of famous artists and artistic styles, History, Culture Artist Bio	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students

<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences

Unit 2: CONNECTING: Curriculum Area: Visual Arts Unit Length: 8-9 Weeks	Grade Level: 3-5
Unit Overview	
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> -Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. -People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. -Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences. - Understanding connections to varied contexts and daily life enhances a media artist's work. 	<ul style="list-style-type: none"> -How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? -How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? -How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities? -How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
District/School Supplementary Resources	

<p>A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...</p> <ul style="list-style-type: none"> • Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet • Chalk Board • Promethean board • Project samples 	
<p>District/ School Formative Assessment Plan</p> <ul style="list-style-type: none"> • Teacher Observation • Group Projects/Discussions • Performance Tasks 	<p>District/ School Summative Assessment Plan</p> <ul style="list-style-type: none"> • Performance Tasks • Teacher Observation
<p>Instructional Best Practices</p>	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies
<p>Career Readiness, Life Literacies, and Key Skills</p>	
<p><u>Career Awareness and Planning:</u> 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p>	

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

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9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Global and Cultural Awareness:

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking

Impacts of Computing:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

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1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

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

Interdisciplinary Connections

English Language Arts

Grade 3

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Grade 4

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.

Measurement and Data

<ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles. <p>Geometry</p> <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. <p>Grade 5</p> <p>Measurement and Data</p> <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. <p>Geometry</p> <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. 	
<p style="text-align: center;">NJSLS Learning Plan</p>	
<p style="text-align: center;">ANCHOR STANDARDS AND PRACTICE</p>	<p style="text-align: center;">PERFORMANCE EXPECTATIONS</p>
<p>-Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>-Visual & Media Arts Practice: Synthesize</p> <p>-Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>-Visual & Media Arts Practice: Relate</p>	<p>-Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <ul style="list-style-type: none"> • 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. • 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences. • 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events. <p>-Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <ul style="list-style-type: none"> • 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

	<ul style="list-style-type: none"> ● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. ● 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics). ● 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.
Key Vocabulary	
<p>-Variety of famous artists /Such as but not limited to: Aborigine, Cezanne, Stella, Audubon, Huichol Indians, O'Keefe, Homer</p> <p>- Variety artistic styles/Such as but not limited to:Primitive, Illustration, realism, abstract, Op Art, History, Culture Artist Bio</p>	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions

	<ul style="list-style-type: none"> • Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group • Small Groups • Modeling • Independent Practice • PBIS Implementation • Identify and review objectives for lesson • Stations • Modified Activities 	<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection • Accessing Prior Experiences

Unit 3: Presenting: Curriculum Area: Visual Arts Unit Length: 8-9 Weeks	Grade Level: 3-5
Unit Overview	
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> -Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. -Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. -Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. -Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. -Media artists require a range of skills and abilities to creatively solve problems. -Media artists present, share and distribute media artworks through various social, cultural and political contexts. 	<ul style="list-style-type: none"> -How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? -What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? -What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? -How are complex media arts experiences constructed? At what point is a work considered "complete"? -How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? -How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

	Why do various venues exist for presenting, sharing or distributing media artworks?
District/School Supplementary Resources	
<ul style="list-style-type: none"> • A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc... • Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet • Chalk Board • Promethean board • Project samples 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks • Teacher Observation
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies
Career Readiness, Life Literacies, and Key Skills	
<u>Career Awareness and Planning:</u>	

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
 9.2.5.CAP.2: Identify how you might like to earn an income.
 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Creativity and Innovation:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Digital Citizenship:

9.4.5.DC.1: Explain the need for and use of copyrights.
 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Global and Cultural Awareness:

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking

Impacts of Computing:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

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

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

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

Interdisciplinary Connections

English Language Arts

Grade 3

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Grade 4

Number and Operations—Fractions

<ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles. <p>Geometry</p> <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. <p>Grade 5</p> <p>Measurement and Data</p> <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. <p>Geometry</p> <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. 	
<p style="text-align: center;">NJSLS Learning Plan</p>	
<p style="text-align: center;">ANCHOR STANDARDS AND PRACTICE</p>	<p style="text-align: center;">PERFORMANCE EXPECTATIONS</p>
<p>-Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <ul style="list-style-type: none"> -Visual Arts Practice: Analyze -Media Arts Practice: Practice <p>-Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <ul style="list-style-type: none"> -Visual Arts Practice: Select -Media Arts Practice: Integrate <p>-Anchor Standard 6: Conveying meaning through art.</p> <ul style="list-style-type: none"> -Visual Arts Practice: Share -Media Arts Practice: Present 	<p>-Anchor Standard 4: Selecting, analyzing and interpreting work</p> <ul style="list-style-type: none"> • 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. • 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance. • 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork. • 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms. <p>-Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p>

	<ul style="list-style-type: none"> ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively. ● 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks. ● 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions. ● 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks <p>-Anchor Standard 6: Conveying meaning through art.</p> <ul style="list-style-type: none"> ● 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. ● 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork. ● 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
<div style="background-color: #e6f2ff; text-align: center; padding: 5px;">Key Vocabulary</div>	
<p>Pattern, Radial, Reflection, Variety, Balance, Space, Two-dimensional, Three-dimensional, Composition, , Medium/Media, Subject , Shape, Vertical, Horizontal, MultiMedia, Space, Color, Negative Space, Positive Space, Objective, Non Objective, Scape, Aborigine, Dot Art, Still Life, Portrait, Variety of famous artists and artistic styles including but not limited to- Objective, Non Objective, Scape, Aborigine, Dot Art, Still Life, Portrait, History, Culture Artist Bio</p>	

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group 	<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection

<ul style="list-style-type: none"> ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Accessing Prior Experiences
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Unit 4: Responding Curriculum Area: Visual Arts Unit Length: 8-9 Weeks	Grade Level: 3-5
Unit Overview	
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
-Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. -People gain insights into meanings of artworks by engaging in the process of art criticism. -People evaluate art based on various criteria. -An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	-How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? -What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? -How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

<ul style="list-style-type: none"> - Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. - Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. 	<ul style="list-style-type: none"> -How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience? - How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art? -How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
<p align="center">District/School Supplementary Resources</p>	
<p align="center">A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...</p> <ul style="list-style-type: none"> • Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet • Chalk Board • Promethean board • Project samples 	
<p align="center">District/ School Formative Assessment Plan</p>	<p align="center">District/ School Summative Assessment Plan</p>
<ul style="list-style-type: none"> • Teacher Observation • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks • Teacher Observation
<p align="center">Instructional Best Practices</p>	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback 	<ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies

- Cues and Questions
- Gradual Release of Responsibility

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Creativity and Innovation:

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Digital Citizenship:

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Global and Cultural Awareness:

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking

Impacts of Computing:

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change
<p>1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.</p> <p>1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.</p> <p>1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</p>
Interdisciplinary Connections
<p><u>English Language Arts</u></p> <p>Grade 3</p> <ul style="list-style-type: none"> • RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. • RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. • RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • W.3.7. Conduct short research projects that build knowledge about a topic. • W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. • SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <p>Grade 4</p>

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

<p>Measurement and Data</p> <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. <p>Geometry</p> <ul style="list-style-type: none"> • Reason with shapes and their attributes. <p>Grade 4</p> <p>Number and Operations—Fractions</p> <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles. <p>Geometry</p> <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. <p>Grade 5</p> <p>Measurement and Data</p> <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. <p>Geometry</p> <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. 	
<p>NJSLS Learning Plan</p>	
<p>ANCHOR STANDARDS AND PRACTICE</p>	<p>PERFORMANCE EXPECTATIONS</p>

<ul style="list-style-type: none"> - Anchor Standard 7: Perceiving and analyzing products. <ul style="list-style-type: none"> -Visual and Media Arts Practice: Perceive -Anchor Standard 8: Interpreting intent and meaning. <ul style="list-style-type: none"> -Visual & Media Arts Practice: Interpret -Anchor Standard 9: Applying criteria to evaluate products. <ul style="list-style-type: none"> -Visual Arts Practice: Analyze -Media Arts Practice: Evaluate 	<ul style="list-style-type: none"> - Anchor Standard 7: Perceiving and analyzing products. <ul style="list-style-type: none"> ● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ● 1.5.5.Re7b: Analyze visual arts including cultural associations. ● 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks. ● 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change -Anchor Standard 8: Interpreting intent and meaning. <ul style="list-style-type: none"> ● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. ● 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context. -Anchor Standard 9: Applying criteria to evaluate products. <ul style="list-style-type: none"> ● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre,historical and cultural contexts. ● 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.
<p style="text-align: center;">Key Vocabulary</p>	
<p>Line, shape, form, value, space, color, texture, PersonalCreativity, Craftsmanship, History, Culture Artist Bio</p>	
<p style="text-align: center;">Modifications/Accommodations for Special Education Students</p>	<p style="text-align: center;">Accommodations for At-Risk Students</p>

<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences

- Stations
- Modified Activities

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

331 Levis Drive
Mount Holly, New Jersey 08060

Course Title: Visual Arts
Third through Fifth Grade

Unit	Weeks/Days	Standards/Assessment	Anchor Standard		Focus Skills
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BOARD APPROVAL: August 17, 2022

Creating	8-9 weeks (classes meet 1x per week)	1.5.5.Cr1a: 1.5.5.Cr1b: 1.5.5.Cr2a: 1.5.5.Cr2b: 1.5.5.Cr2c: 1.5.5.Cr3a: 1.2.5.Cr1a 1.2.5.Cr1b 1.2.5.Cr1c 1.2.5.Cr1d 1.2.5.Cr1e 1.2.5.Cr2a 1.2.5.Cr2b 1.2.5.Cr2c 1.2.5.Cr3a 1.2.5.Cr3b	Anchor Standard 1,2,3	<ul style="list-style-type: none"> Identify elements of art and principles of design that are evident in everyday life.
Presenting	8-9 weeks (classes meet 1x per week)	1.5.5.Pr4a: 1.5.5.Pr5a: 1.5.5.Pr6a: 1.2.5.Pr4a 1.2.5.Pr4b 1.2.5.Pr4c 1.2.5.Pr5a 1.2.5.Pr5b 1.2.5.Pr5c 1.2.5.Pr6a 1.2.5.Pr6b	Anchor Standard 4,5,6	<ul style="list-style-type: none"> Relate common artistic elements that define distinctive art genres. Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history notes in dance, music, theatre, and visual art.
Responding	8-9 weeks (classes meet 1x per week)	1.5.5.Re7a: 1.5.5.Re7b: 1.5.5.Re8a: 1.5.5.Re9a: 1.2.5.Re7a 1.2.5.Re7b	Anchor Standard 7,8,9	<ul style="list-style-type: none"> Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology

		1.2.5.Re8a 1.2.5.Re9a		<p>(e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles</p> <ul style="list-style-type: none"> ● Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. ● Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. ● Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
Connecting	8-9 weeks (classes meet 1x per week)	1.5.5.Cn10a: 1.5.5.Cn11a: 1.5.5.Cn11b: 1.2.5.Cn10a 1.2.5.Cn10b 1.2.5.Cn11a 1.2.5.Cn11b	Anchor Standard 10,11	<ul style="list-style-type: none"> ● Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. ● Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. ● Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). ● Recognize the making subject or theme in works of dance, music, theatre, and visual art.

					<ul style="list-style-type: none"> ● Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. ● Use evaluative tools, such as rubrics, for self assessment and to appraise the objectivity of critiques by peers. ● Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. ● Define technical proficiency, using the elements of the arts and principles of design. ● Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
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