

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Elementary Visual Art

Curriculum

Preschool to Grade 5



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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NEPTUNE TOWNSHIP SCHOOL DISTRICT

ELEMENTARY VISUAL ART CURRICULUM

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Elementary Visual Art

Acknowledgements

The Elementary Visual Art Curriculum guide was developed for Neptune High School through the efforts of Mrs. Mary Ellen Kacsmar, and Mrs. Nancy Venice, Neptune Township Visual Arts teachers, in cooperation with Ms. Karen Watt, Department Chairperson for the Visual and Performing Arts, and under the guidance of Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

The teachers are to be commended for their dedication in formatting this curriculum into UbD and their expertise in the area of Visual Arts Education. It is our hope that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. Also, it is our hope that this guide will support and advance the Arts in our school district.

The Elementary Visual Art Curriculum guide was written in alignment to the New Jersey Student Learning Standards for Visual and Performing Arts (2014), and the National Core Arts Standards (2014).

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Neptune Township School District Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

ELEMENTARY VISUAL ART CURRICULUM

COURSE DESCRIPTION

Elementary students will experiment and investigate with art. Creation is at the heart of this instruction. Students learn to work with various tools, processes, and media. They learn to coordinate their hands and minds in explorations of the visual world. They learn the value of perseverance. As they move from Pre-Kindergarten through Grade Five, they grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts. Through examination of their own work students begin to understand the meaning and impact of the visual world in which they live.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES	
<i>The following social and emotional competencies are integrated in this curriculum document:</i>	
Self-Awareness	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skills
x	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
x	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
x	Identify who, when, where, or how to seek help for oneself or others when needed

Pacing Guide

During each lesson, an instructor may will address the three artistic strands: Creating, Presenting, and Responding. By addressing these strands the student will Connect to their artwork and the process to create art.

Approximate amount of lesson time spent focusing on Units	
Creating	70%
Presenting	15%
Responding	15%

Projects: The teacher will develop a variety of projects to meet the appropriate standards, utilizing the Elements of Art, and the Principles of Design.

- Projects will take approximately three to four lessons, based on the elementary schedule.
- The teacher will determine the timing of the project, based on various factors including school calendar, events, and cultural sensitivity.

Project Cycle

- Teacher plans out project, focusing on specific standards, elements of art, and principles of design to focus on.
- Teacher will explain specific artistic concepts to students, including a demonstration.
- Students will practice the artistic technique, and then use the technique in creating the artistic work.
- Students and teacher will critique and respond to artistic work.
- Revisions may be made, based on critique.
- Teacher will work with students to present work to the school community.

Unit Plan Title	Creating
Suggested Time Frame	Ongoing and Continuous during projects

Overview / Rationale
<p>Learning to appreciate visual art can help each student establish a point of view for deeper analysis of art. Works of art can depict a wide variety of ideas, subjects and historical events within a wide range of human experiences. Appreciation of visual art will help students make informed decisions about the concept of “quality in art”. Asking questions for purposes of discussion also represents an important step in learning to appreciate visual art. In this unit students will explore the use of the elements and principles of visual art during this unit.</p> <p>By the end of this unit, students will have an understanding for these, and understand how they can be incorporated into their art to make them stronger visual artist. These include Elements: line, shape, form, value, space, color, and texture; Principles of Design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity, Students will explore art from various art periods /styles as well as art from around the world. Teachers will choose specific elements and principles based on the project, theme, and grade level.</p>

Stage 1 – Desired Results
<p>2014 New Jersey Student Learning Standards for Visual and Performing Arts <i>Note: The instructor and administration will work to align this course to the most recent New Jersey Student Learning Standards for the Visual and Performing Arts, as set by the Department of Education.</i></p> <p>1.1-The Creative Process 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.</p> <p>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.</p> <p>1.3-Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1.4-Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts, philosophies, judgement, and analysis to works of art in visual art.</p>

National Core Art Standards for Visual Arts				
Investigate - Plan - Make	Anchor Standard 1: Generate and conceptualize artistic ideas and work.			
	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr1.1.PKa Engage in self-	VA:Cr1.1.Ka Engage in exploration and	VA:Cr1.1.1a Engage collaboratively in	VA:Cr1.1.2a Brainstorm collaboratively

	directed play with materials	imaginative play with materials.	exploration and imaginative play with materials.	multiple approaches to an art or design problem.
	VA:Cr1.2.PKa Engage in self-directed, creative making.	VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.	VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.	VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr1.1.3a Elaborate on an imaginative idea.	VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem	VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.	
	VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process	VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	

Anchor Standard 2: Organize and develop artistic ideas and work.				
<i>Investigate</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr2.1.PKa Use a variety of art making tools	VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches	VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.	VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work

		to art making		of art or design.
	VA:Cr2.2.PKa a. Share materials with others	VA:Cr2.2.Ka a. Identify safe and non-toxic art materials, tools, and equipment.	VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
	VA:Cr2.3.PKa Create and tell about art that communicates a story about a familiar place or object.	VA:Cr2.3.Ka Create art that represents natural and constructed environments.	VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	VA:Cr2.3.2a Repurpose objects to make something new
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.	VA:Cr2.1.4a Explore and invent art-making techniques and approaches.	VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.	
	VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others	VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	

	VA:Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	VA:Cr2.3.4a Document, describe, and represent regional constructed environments.	VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.	
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Anchor Standard 3: Refine and complete artistic work.

<i>Reflect - Refine - Continue</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr3.1.PKa Share and talk about personal artwork.	VA:Cr3.1.Ka Explain the process of making art while creating.	VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.	VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning	VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion	VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art making.	

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

<i>Synthesize</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr10.1.PKa Explore the world using descriptive and expressive words and art-making.	VA:Cr10.1.Ka Create art that tells a story about a life experience.	VA:Cr10.1.1a Identify times, places, and reasons by which students make art outside of school.	VA:Cr10.1.2a Create works of art about events in home, school, or community life.

	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr10.1.3a Develop a work of art based on observations of surroundings.	VA:Cr10.1.4a Create works of art that reflect community cultural traditions.	VA:Cr10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.	

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

<i>Relate</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr11.1.PKa Recognize that people make art.	VA:Cr11.1.Ka Identify a purpose of an artwork.	VA:Cr11.1.1a Understand that people from different places and times have made art for a variety of reasons.	VA:Cr11.1.2a Compare and contrast cultural uses of artwork from different times and places.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.	VA:Cr11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.	VA:Cr11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	

Essential Questions:

Note: Essential questions will be adapted to meet the appropriate standards for the appropriate grade level

Enduring Understandings:

Note: Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level

<ul style="list-style-type: none"> • What is art? • What is the artistic process? • How/Where do artists get their ideas? • How do people create art? • How does art communicate? • What can we learn in studying the art of others? • How do artists use tools ,techniques and materials to express their ideas? • What if we didn't have arts in our world? • How does art reflect as well as shape culture? • In what ways have technological influenced artistic expression? • What can you learn from studying the art of others? 	<ul style="list-style-type: none"> • The basic elements and principles of design govern art creation and composition. • Understanding the function and purpose of the elements of art and principles of design assists with the forming an appreciation of how art and design enhance functionality and improve quality of living. • Culture affects self-expression whether we realize it or not. • Different era's give opportunity to explore and express artistic ideas.
<p>Knowledge: <i>Students will know at an grade appropriate level...</i></p> <ul style="list-style-type: none"> • The elements and principles of art. • Important events and people in art. • Various media used to create art • How to use technology in the visual arts. 	<p>Skills: <i>Students will be able to at an grade appropriate level...</i></p> <ul style="list-style-type: none"> • Apply the elements and principles of art. • Use various mediums and techniques to create two and three dimensional visual art. • Identify works of art which relate to specific cultural heritages. • Create art utilizing a particular style of visual art.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		ET	CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer		ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		E	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		E	CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies:

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, clay, and other visual art materials.

Other appropriate resources, at the discretion of the instructor and administration.

Teacher Resources

Texts: Grade appropriate literature that inspires exploration of a character or experience.

Websites:

National Gallery of Art, which has more than 25,000 open access digital images for free of charge for download and use: https://images.nga.gov/en/page/show_home_page.html

Primary Colors, stop motion music video for Sesame Street on You Tube.com
 Shape Songs Collection, Busy Beavers Kids Learn on You Tube.com
 Storyonline.com Read aloud stories for the Smartboard
 Crayola.com
 Nat Geo Kids.com
 Brain Pop.com

Worksheets:

Teacher created handouts

Videos:

- Songs in the key of Art
- Lascaux Caves of France, Cave Art
- Dropping in on famous artist series

Other appropriate resources, at the discretion of the instructor and administration.

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence
<ul style="list-style-type: none"> • Completion of projects, that reflect a specific learning objective and meet the appropriate standards, appropriate for grade level. • Completion of various visual art projects using styles and techniques of various cultures and artists through time, to meet appropriate standards, appropriate for grade level 	<ul style="list-style-type: none"> • Pre-Assessment of artistic skills • Formative Assessments • Department created rubrics • Class participation

Stage 3 – Learning Plan

Instructional Strategies	Descriptions
Suggested Learning Activities and Artistic Projects	<p>Pre-K, Kindergarten, First Grade: Collage: <i>A House for Corduroy</i>, Painting: Color Mixing-<i>Mouse Paint</i> by Ellen Walsh Drawing</p> <ul style="list-style-type: none"> • Observational Drawing • Self-Portraits <p>Kindergarten Painting</p> <ul style="list-style-type: none"> • Mondrian Loves Lines • Action Jackson <p>Drawing: Ice Cream Cone Rubbings: Textures all around Collage: My textured house</p>

	<p>Printmaking: Patterns on paper</p> <p>First Grade:</p> <p>Painting</p> <ul style="list-style-type: none"> ● Monet's Water Lilies ● Paul Klee Squares <p>Oil Pastels: Starry Night with Dash Lines</p> <p>Sculpture: Chinese Dragons</p> <p>Drawing: Landscapes</p> <p>Printing: Warhol Prints</p> <p>Collage: Still Life with Frida Kahlo</p> <p>Second Grade:</p> <p>Drawing: <i>A Playground Compromise</i>,</p> <p>Drawing: Paul Klee-A whimsical City</p> <p>Painting: In the style of Kandinsky</p> <p>Printmaking: Insects</p> <p>Sculpture: STEAM Bowl Project</p> <p>Collage: Self portrait</p> <p>Digital: create a digital composition that manipulates an image</p> <p>Third Grade:</p> <p>Printing: Create a monoprint</p> <p>Drawing</p> <ul style="list-style-type: none"> ● People in motion ● Art Imitates Life:Georgia O'Keefe <p>Painting:Van Gogh inspired SunFlowers</p> <p>Collage: Romare Bearden The City Block</p> <p>Sculpture: Create a totem pole</p> <p>Fourth Grade:</p> <p>Notan Art: In Japan "Notan" is the term used to express the visualization of light and dark as an element of design.</p> <p>Drawing:Contour Shoe Drawing</p> <p>Painting: Landscapes using value.</p> <p>Sculpture: Louise Nevelson inspired found objects.</p> <p>Fifth Grade:</p> <p>Sculpture: Giacometti Figure,</p> <p>Drawing: One Point Perspective</p> <p>Painting: Mandala</p> <p>Collage: Tribal Masks</p> <p>Digital Media: Create a digital composition of a landscape,still life or portrait</p> <p>Additional learning activities and artistic projects will be included at the discretion of the instructor, to meet appropriate standards, with the approval of administration. These activities may be reflective of school/community/cultural awareness.</p>
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Accommodations and Modifications	
<p>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</p> <p>An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.</p> <p>Special Education and 504 Plans All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</p> <ul style="list-style-type: none"> • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions • Use of small group instruction • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments • Repetition and time for additional practice • Model skills/techniques to be mastered • Extended time to complete task/assignment/work • Provide a copy of class notes • Strategic seating (with a purpose - eg. less distraction) • Flexible seating • Repetition and additional practice • Use of manipulatives • Use of assistive technology (as appropriate) • Assign a peer buddy • Emphasize key words or critical information by highlighting • Use of graphic organizers • Scaffold with prompts for sentence starters • Check for understanding with more frequency • Provide oral reminders and check student work during independent practice • Chunk the assignment - broken up into smaller units, work submitted in phases • Encourage student to proofread assignments and tests • Provide regular home/school communication • Teacher checks student planner • Provide student with clear expectations in writing and grading criteria for assignments (rubrics) <p>Testing Accommodations:</p>	

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses

- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration

__x__ 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

____ 8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	Presenting
Suggested Time Frame	Continuous and ongoing

Overview / Rationale
Sequential study of the language of visual art will contribute to the students' ability to understand and notice detail. Attention to detail will give students greater perceptual and aesthetic understanding of art. Learning the language of visual art will help students present and/or communicate their thoughts, ideas, and works of art more persuasively at a greater depth of knowledge. During this unit students and teachers will consider various techniques, evolving technologies and methods for selecting, caring for and preparing artwork for presentation.

Stage 1 – Desired Results
<p>2014 New Jersey Student Learning Standards for Visual and Performing Arts <i>Note: The instructor and administration will work to align this course to the most recent New Jersey Student Learning Standards for the Visual and Performing Arts, as set by the Department of Education.</i></p> <p>1.1-The Creative Process 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.</p> <p>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.</p> <p>1.3-Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1.4-Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts, philosophies, judgement, and analysis to works of art in visual art.</p>

National Core Art Standards for Visual Arts				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
<i>Select</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr4.1.PKa Identify reasons for saving and displaying objects, artifacts, and artwork.	VA:Cr4.1.Ka Select art objects for personal portfolio and display, explaining why	VA:Cr4.1.1a Explain why some objects, artifacts, and artwork are valued over	VA:Cr4.1.2a Categorize artwork based on a theme or concept for an exhibit.

		they were chosen.	others.	
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr4.1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	VA:Cr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	VA:Cr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

<i>Analyze</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr5.1.PKa Identify places where art may be displayed or saved.	VA:Cr5.1.Ka Explain the purpose of a portfolio or collection.	VA:Cr5.1.1a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	VA:Cr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr5.1.3a Identify exhibit space and prepare works of art including artists' statements, for presentation.	VA:Cr5.1.4a Analyze the various considerations for presenting and protecting	VA:Cr5.1.5a Develop a logical argument for safe and effective use of materials and	

		art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	techniques for preparing and presenting artwork.	
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Anchor Standard 6: Convey meaning through the presentation of artistic work.

<i>Share</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr6.1.PKa Identify where art is displayed both inside and outside of school.	VA:Cr6.1.Ka Explain what an art museum is and distinguish how an art museum is different from other buildings.	VA:Cr6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.	VA:Cr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.	VA:Cr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	VA:Cr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

<i>Synthesize</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr10.1.PKa Explore the world using descriptive and expressive words and art-making.	VA:Cr10.1.Ka Create art that tells a story about a life experience.	VA:Cr10.1.1a Identify times, places, and reasons by which students make art outside of school.	VA:Cr10.1.2a Create works of art about events in home, school, or community life.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr10.1.3a Develop a work of art based on observations of surroundings.	VA:Cr10.1.4a Create works of art that reflect community cultural traditions.	VA:Cr10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.	

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

<i>Relate</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr11.1.PKa Recognize that people make art.	VA:Cr11.1.Ka Identify a purpose of an artwork.	VA:Cr11.1.1a Understand that people from different places and times have made art for a variety of reasons.	VA:Cr11.1.2a Compare and contrast cultural uses of artwork from different times and places.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.	VA:Cr11.1.4a Through observation, infer information about time,	VA:Cr11.1.5a Identify how art is used to inform or change beliefs, values,	

		place, and culture in which a work of art was created.	or behaviors of an individual or society.	
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<p>Essential Questions: <i>Note: Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.</i></p> <ul style="list-style-type: none"> • How are artworks cared for and by whom? • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? • How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • 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? 	<p>Enduring Understandings: <i>Note: Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.</i></p> <ul style="list-style-type: none"> • Artists use various techniques when selecting and preparing artwork for display. • Reflect on how to best present visual art to a viewing audience. • 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.
<p>Knowledge: <i>Students will know at an appropriate grade level...</i></p> <ul style="list-style-type: none"> • How to Select, analyze, and interpret artists work for presentation. • Develop and refine artistic techniques and work for presentation. 	<p>Skills: <i>Students will be able to at an appropriate grade level...</i></p> <ul style="list-style-type: none"> • Collect students work samples to provide evidence of what they have learned • Share work with each other. • Select and prepare artwork for display.

In this unit plan, the following 21st Century Life and Careers skills are addressed:	
<p>Check ALL that apply –</p> <p>21st Century Themes</p>	<p>Indicate whether these skills are:</p> <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed

		Career Ready Practices	
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	E	CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer	ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	E	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation	ETA	CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	ETA	CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
<p>New Jersey Student Learning Standards for English Language Arts</p> <p>Key Ideas and Details -NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure -NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>New Jersey Student Learning Standards for Social Studies:</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.</p>			
Student Resources			

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, and other visual art materials

Teacher Resources

Text:

Inside the Museum- A Children's Guide to the Metropolitan Museum of Art by Joy Richardson
Websites:

Link to the National Gallery of Art, which has more than 25,000 open access digital images for free of charge for download and use:

https://images.nga.gov/en/page/show_home_pag

Create your own Picasso-inspired portrait online (a fun way to have a class collaborate):

<http://www.picassohead.com/create.html>

Art Games for kids (including Matisse and Warhol):

http://www.qagoma.qld.gov.au/kids/games_for_kids

Interactive virtual tour of MOMA for kids:

<http://www.moma.org/interactives/destination/#>

Worksheets:

Teacher created handouts

Videos:

I Can Fly series hosted by Austin Eve Irving

Appropriate mounting and display equipment for the presentation of student visual art

Stage 2 – Assessment Evidence

Performance Task(s):

- Projects
- Presentation of Artistic Work
- Digital imagery

Other Evidence:

- Class participation
- Pre-Assessments
- Formative Assessments based on teacher observations
- Department created rubrics

Stage 3 – Learning Plan

Instructional Strategies

Descriptions

Suggested Learning Activities

Selecting, Matting and Bordering for Presentation
School Gallery Walk
Virtual Art Museum Trip
Group projects:

- Plan and implement a student exhibit
- Design wall text, design posters
- Curate and display art work.

Art Galleries in nearby neighborhoods

Additional learning activities and artistic projects will be included at the discretion of the instructor, to meet appropriate

	standards, with the approval of administration. These activities may be reflective of school/community/cultural awareness.
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Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors

- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions

- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
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- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration

x 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	Responding
Suggested Time Frame	Continuous and ongoing

Overview / Rationale
As participants in a greater society, all students benefit by learning about the defining contributions the visual arts have made throughout history. Analyzing their own works of art and historical works of art from multiple perspectives invites students to think deeply, beyond simple making value judgments. This process requires knowledge and understanding in the variety of philosophical perspectives that exist within today's world. Asking questions for purposes of discussion also represents an important step in learning to appreciate visual art. In this unit, students will explore, respond, analyze and reflect to discover artistic meaning and process in works of art. Teachers will choose visual imagery base on project and grade level.

Stage 1 – Desired Results
<p>2014 New Jersey Student Learning Standards for Visual and Performing Arts <i>Note: The instructor and administration will work to align this course to the most recent New Jersey Student Learning Standards for the Visual and Performing Arts, as set by the Department of Education.</i></p> <p>1.1-The Creative Process 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.</p> <p>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.</p> <p>1.3-Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1-4-Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts, philosophies, judgement, and analysis to works of art in visual art.</p>

National Core Art Standards for Visual Art				
Anchor Standard 7: Perceive and analyze artistic work.				
<i>Perceive</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Re.7.1.Pka Recognize art in one's environment.	VA:Re.7.1.Ka Identify uses of art within one's personal environment.	VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one's self and others.	VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

	VA:Re.7.2.Pka Distinguish between images and real objects.	VA:Re.7.2.Ka Describe what an image represents.	VA:Re.7.2.1a Compare images that represent the same subject.	VA:Re.7.2.2a Categorize images based on expressive properties.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art	VA:Re.7.1.4a Compare responses to a work of art before and after working in similar media.	VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.	
	VA:Re.7.2.3a Determine messages communicated by an image.	VA:Re.7.2.4a Analyze components in visual imagery that convey messages	VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.	

Anchor Standard 8: Interpret intent and meaning in artistic work.

<i>Analyze</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Re8.1.Pka Interpret art by identifying and describing subject matter.	VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.	VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.	VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Re8.1.3a Interpret art by analyzing use of media to create subject matter,	VA:Re8.1.4a Interpret art by referring to contextual information and analyzing	VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual	

	characteristics of form, and mood.	relevant subject matter, characteristics of form, and use of media.	information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	
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Anchor Standard 9: Apply criteria to evaluate artistic work.

<i>Interpret</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Re9.1.Pka Select a preferred artwork.	VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.	VA:Re9.1.1a Classify artwork based on different reasons for preferences.	VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Re9.1.3a Evaluate an artwork based on given criteria.	VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.	VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

<i>Synthesize</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr10.1.PKa Explore the world using descriptive and expressive words and art-making.	VA:Cr10.1.Ka Create art that tells a story about a life experience.	VA:Cr10.1.1a Identify times, places, and reasons by which students make art outside of school.	VA:Cr10.1.2a Create works of art about events in home, school, or community life.

	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr10.1.3a Develop a work of art based on observations of surroundings.	VA:Cr10.1.4a Create works of art that reflect community cultural traditions.	VA:Cr10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.	

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

<i>Relate</i>	Pre-K	Kindergarten	First Grade	Second Grade
	VA:Cr11.1.PKa Recognize that people make art.	VA:Cr11.1.Ka Identify a purpose of an artwork.	VA:Cr11.1.1a Understand that people from different places and times have made art for a variety of reasons.	VA:Cr11.1.2a Compare and contrast cultural uses of artwork from different times and places.
	Third Grade	Fourth Grade	Fifth Grade	
	VA:Cr11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.	VA:Cr11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.	VA:Cr11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	

Essential Questions:

Note: Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.

Enduring Understandings:

Note: Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.

<ul style="list-style-type: none"> • How can we read and understand a work of art? • How is feeling or mood conveyed visually through art movements? • What if we didn't have the arts in our world? • What is the value of engaging in the process of art criticism? • 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? 	<ul style="list-style-type: none"> • The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgements regarding the relative merits of artwork. • 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 imagery 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
<p>Knowledge: <i>Students will know at an appropriate grade-level standard...</i></p> <ul style="list-style-type: none"> • The significance and value of artwork in their lives. • How media and visual organization affect the communication of ideas. • How to use personal criteria when making visual aesthetic judgements. 	<p>Skills: <i>Students will be able to at an appropriate grade-level standard...</i></p> <ul style="list-style-type: none"> • Understand the historical and cultural context of a work of art. • Create art and reflect upon what they have made. • Create narratives about artwork. • Identify the elements and principles of art in a painting.

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		E	CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer		ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		ET	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies:

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

Student Resources

Students will use a variety of visual art supplies, at the discretion of the teacher. These supplies may include paints, brushes, pencils, and other visual art materials.

Teacher Resources

Texts:

The Great Wave (inspired by Hokusai) by Veronique Massenot and Bruno Pilorget
 Van Gogh and the Sunflowers by Laurence Anholt (also called Camille and the Sunflowers)
 Tim and the Starry Night (about van Gogh) by Ceciél de Bie
 Action Jackson by Jan Greenberg and Sandra Jordan

Journey on a Cloud (a children's book inspired by Mark Chagall) by Veronique Massenot and Elise Mansot

Monet's Impressions- by Claude Monet

I See a Song- Eric Carle The Mixed-Up Chameleon- Eric Carle

Inside the Museum- A Children's Guide to the Metropolitan Museum of Art by Joy Richardson

Websites:

Link to the National Gallery of Art, which has more than 25,000 open access digital images for free of charge for download and use: https://images.nga.gov/en/page/show_home_page.html

Interactive virtual tour of MOMA for kids:

<http://www.moma.org/interactives/destination/#>

Videos:

I Can Fly series hosted by Austin Eve Irving

Georgia O'Keeffe:

<http://www.youtube.com/watch?feature=endscreen&v=KwZLBR7Q7gc&NR=1>

Kandinsky videos: <http://www.youtube.com/watch?v=H62BRsqEruE>

<http://www.youtube.com/watch?v=7NtbWS8ervg&feature=related>

http://www.youtube.com/watch?v=VEY72gar3XE&feature=feedrec_grec_index

Monet Videos: http://www.youtube.com/watch?v=nIppGM_7dT0

<http://www.youtube.com/watch/?v=oSMVyFmBnbY>

An animated version of what it could be like to go inside Mondrian's Broadway

BoogieWoogie:

<http://www.youtube.com/watch?v=4b85UBqUy28&list=FLOUtwiNnQPLFJ5iBbabve3w&index=6>

Video of artist Faith Ringgold discussing Tar Beach:

<http://www.youtube.com/watch/?v=ZdPxHvGB1Xo>

Video Playlist of Photography for Kids tips:

<http://www.youtube.com/playlist?list=PLXcM7EFjRd907o86qfBAIO2u2d1dpCtrO>

Stage 2 – Assessment Evidence

Performance Task(s)	Other Evidence:
<ul style="list-style-type: none">• Self-critiques• Group Critiques• Class Discussions• Projects that reflect a specific learning objective.	<ul style="list-style-type: none">• Class Participation• Pre-Assessments• Formative Assessments, based on teacher observations• Summative Assessments• Department created rubrics

Stage 3 – Learning Plan

Instructional Strategies	Descriptions
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Suggested Learning Activities	<p>What is a Critique</p> <p>Art Walk</p> <p>Art Critique-Looking at their artwork and the work of others describe elements and principles you see.</p> <p>Illustrated dictionary- Create an illustrated dictionary of art words and phrases.</p> <p>Two stars and a wish- Share two things you like about project and one thing you might do differently.</p> <p>Turn and Talk-Share a work with a classmate. Discuss artistic choices and problems of the work and medium used.</p> <p>Additional learning activities and artistic projects will be included at the discretion of the instructor, to meet appropriate standards, with the approval of administration. These activities may be reflective of school/community/cultural awareness.</p>
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Accommodations and Modifications
<p>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</p> <p>An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.</p> <p>Special Education and 504 Plans</p> <p>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</p> <ul style="list-style-type: none"> • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions • Use of small group instruction • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments • Repetition and time for additional practice • Model skills/techniques to be mastered • Extended time to complete task/assignment/work • Provide a copy of class notes • Strategic seating (with a purpose - eg. less distraction) • Flexible seating • Repetition and additional practice • Use of manipulatives • Use of assistive technology (as appropriate) • Assign a peer buddy

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers

- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics

- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration

__x__ 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

NEPTUNE TOWNSHIP SCHOOL DISTRICT
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An Affirmative Action Equal Opportunity Employer

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