

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Visual Art II

Curriculum

Grades 9-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

VISUAL ART II CURRICULUM

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Visual Art II

Acknowledgements

The Visual Art II curriculum for grades 9-12 was developed for Neptune High School through the dedicated efforts of Mary Dansereau, Neptune High School Visual Arts Teacher with the guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum was written in alignment with the New Jersey Student Learning Standards for Visual Arts (2020) and the National Core Arts Standards (2014) and will 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. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens 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, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse 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

Educational Outcome Goals

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

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes 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.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for 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, 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.

VISUAL ART II COURSE DESCRIPTION

(5 credits)

Visual Art II is a course for those students who have developed some expertise with various art techniques. Students will be introduced to new materials and further explore alternative methods. Students are encouraged to refine their technical skills and develop an original portfolio of artwork. Emphasis is placed on conceptual and abstract ideas as it pertains to each individual artist's interpretations. Students will also learn preservation, presentation, and critique process.

Prerequisite:

- Successful completion of Visual Art I OR
- Recommendation of the Department, based on a Visual Art Portfolio Review

Pacing Guide

During each lesson an instructor will address the four artistic strands: Creating, Presenting, and Responding, and Connecting. 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 and Connecting	70%
Presenting and Connecting	15%
Responding and Connecting	15%

Projects: The instructor will design 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 a school period.
- Instructor plans the project, choosing specific standards, elements of art, and principles of design which to focus on.
- Instructors will explain specific artistic concepts to students, including a demonstration.
- Students will practice the artistic technique and use the technique in creating the artistic work.
- Students and instructors will critique and respond to artistic work.
- Revisions may be made, based on critique.
- Instructors will work with students to present work to the school community.

Major Assessments

Students in this course will complete two department created major assessments. A midterm and final exam will be given. These assessments will include a visual art project, encompassing multiple standards, response/critique, and other concepts at the discretion of the department.

Integrated Social and Emotional Learning Competencies <i>The following social and emotional competencies are integrated in this curriculum document.</i> <i>(Additional Resources- https://selarts.org/)</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
x	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 setting
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skill
	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

Unit Plan Title	Creating & Connecting
Suggested Time Frame	Approximately 63 days

Overview / Rationale
Students will utilize their prior knowledge of the elements and principles of art. They will explore new materials, methods, and techniques in the artmaking process. Students will use these materials and techniques to further refine their artistic skills. Students will have the opportunity to explore both conceptual and abstract ideas as they pertain to individual artist's expression.
<p>Established Goals:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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; • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p><u>New Jersey Student Learning Standards for Visual and Performing Arts (2020)</u></p> <p>CREATING</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Performance Expectations:</p> <p>Proficient</p> <p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</p> <p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>Accomplished</p> <p>1.5.12 acc.Cr1a: Individually and collaboratively formulate new creative problems based on a student's existing artwork.</p> <p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Advanced</p> <p>1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.</p>

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

Proficient

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12 prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Accomplished

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12 acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.

Advanced

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

Proficient 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Accomplished 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Advanced 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

Proficient

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

1.5.12 acc.Cn10ap: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding

Performance Expectations:

Proficient

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Accomplished

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Advanced

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

National Core Art Standards for Visual Arts (2014)		
Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
VA:Cr1.1.IIa	Investigate - Planning	Individually or collaboratively formulate new creative problems based on the student's existing artwork.
VA:Cr1.2.IIa	Investigate - Planning	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Anchor Standard 2: Organize and develop artistic ideas and work		
VA:Cr2.1.IIa	Investigate	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Investigate	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.IIa	Investigate	Redesign an object, system, place, or design in response to contemporary issues.
Anchor Standard 3: Refine and complete artistic work.		
VA:Cr3.1.IIa	Reflect - Refine - Continue	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
VA:Cn10.1.IIa	Synthesis	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
VA:Cn11.1.IIa	Relate	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts

<p>Essential Questions:</p> <ul style="list-style-type: none"> • 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? • 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? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • 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. • 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. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. • 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.
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<ul style="list-style-type: none"> ● 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? ● 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? ● 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? 	
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<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The principles of art and the elements of design and how to identify them in diverse works of art. ● Concepts of Color. ● Drawing techniques and concepts, beyond fundamentals in the areas of portraiture, architectural drawing, observational drawing, drawing from life, experimental drawing, shading and composition. ● Techniques and materials used in a variety of media including sculpture, collage, drawing, painting, printmaking, crafts and photography. ● Characteristics of genres and styles. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● 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. ● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● Artists and designers balance experimentation and safety, freedom
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<ul style="list-style-type: none"> • Possible career choices in the arts. • The meanings of relevant art vocabulary. 	<p>and responsibility while developing and creating artworks.</p> <ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
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Career Readiness, Life Literacies, and Key Skills (2020)

Financial Psychology

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Civic Financial Responsibility

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

Career Awareness and Planning

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Creativity and Innovation

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Making Connections to Careers

Ask students what they think is involved in these jobs related to the arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- **Illustrator** - Draw and paint images that communicate concepts for use in media, such as books, magazines, posters, video games and advertisements.
- **Graphic Design** - Convey their ideas visually by using images, symbols and text. They may design any object in which visual information is communicated, such as magazine covers, product packaging, signs, websites, advertising, and corporate logos.
- **Fashion Design** - Fashion professionals design and produce various types of clothing, typically working for design companies and clothing brands. They usually need a bachelor's or associate degree.
- **Animation** - Animators create moving images for various types of media, including film, television, video games, commercials, and websites. Typically working in illustration or computer animation, they often work as freelancers or with animation studios.
- **Teacher**- a person who helps others acquire knowledge
- **Professor**- a teacher in a college or university

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

Key Ideas and Details -NJSLS.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 (2020)

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 world citizens in the 21st century.

Computer Science and Design Thinking (2020)

8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.

Student Resources

Scholastic Art Magazine (copies)

Various readings related to visual art in multicultural settings

The North Light Artist's Guide to Materials & Techniques, Phil Metzger, F & W Media, Inc., 2001.

Youtube tutorials provided by instructor

Teacher Resources

Scholastic Art Magazine, Scholastic Inc.

Websites: www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artsednow.com

www.artlex.org

www.metmuseum.org

Suggested Field Trips (On Site Learning):

Visits to various area museums listed below but not limited to:

Grounds for Sculpture

Museum of Modern Art

Philadelphia Museum of Art

Museum of the Moving Image

Museum of Modern Art

Magic Gardens

Ruben's Museum

Guggenheim

Danny Clutch

Wooden Walls Project, Asbury Park

Stage 2 – Assessment Evidence

Pre Assessment:

- Written and verbal group critique to assess depth of knowledge of the Elements and Principles of Design.
- Sketchbook drawing prompts.

Performance Task(s):

- Oral critiques
- Written critiques
- Response to both oral and written critiques

Formative:

- Aesthetic analysis responses
- Google Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created common summative assessments and rubrics.
- Portfolio

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

- Creating Practices: Explore • Investigate • Reflect, Refine, Continue
- Performing Practices: Select • Analyze • Share
- Responding Practices: Perceive • Analyze • Interpret
- Connecting Practice: • Synthesize • Relate

Instructional Strategies:

- SPACED PRACTICE: Space out studying time.
- RETRIEVAL PRACTICE
Practice bringing information to mind without the help of materials.
- ELABORATION
Explain and describe ideas with many details.
- INTERLEAVING
Switch between ideas while you work.

- **CONCRETE EXAMPLES**
Use specific examples to understand abstract ideas.
- **DUAL CODING**
Combine words and visuals.
- Other learning strategies at the discretion of the instructor, to meet appropriate standards.

Suggested Learning Activities:

- Group critiques after the completion of a project.
- Individual writing of formal critiques.
- Responding to a peer's critique.
- Other learning strategies at the discretion of the instructor, to meet appropriate standards
- Incorporate and celebrate the artistic developments of artists including but not limited to: Yayoi Kusama, Andrew Goldsworthy, Jacob Lawrence, Jean-Michel Basquiat, Hedwig Strnad and Sable Elyce Smith.

Suggested Projects for Creating & Connecting:

- Multi-Media Styrofoam head
- Playing Card Design
- Lino-cut Printmaking
- Art and Literature Alice and Wonderland/Surrealism
- Tim Burton inspired art
- Circus inspired art
- Altered Book making
- Geoffy Farmer Collage Assemblage

Unit Plan Title	Presenting & Connecting
Suggested Time Frame	Approximately 13.5 days

Overview / Rationale
<p>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. Students will learn:</p> <ul style="list-style-type: none"> • The importance of presentation of their work. • The importance of art preservation. • Matting techniques include: cutting, window size, materials, and selection of color. • The importance of collecting your work over time to show progress. • How to create a portfolio. • The importance of keeping a journal or sketchbook. • How to label their work. • How to present their work in a gallery or display case.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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; • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
<p><u>New Jersey Student Learning Standards for Visual and Performing Arts (2020)</u></p> <p>PRESENTING</p> <p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Performance Expectations: Proficient 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p>

Accomplished

1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Advanced

1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

Proficient

1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

Accomplished

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Advanced

1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

Proficient

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

National Core Art Standards for Visual Arts (2014)

Artistic Strand: Presenting

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.IIa

Select

Analyze, select, and critique personal artwork for a collection or portfolio presentation.

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

VA:Pr5.1.IIa	Analyze	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Anchor Standard 6: Convey meaning through the presentation of artistic work.		
VA:Pr6.1.IIa	Share	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
VA:Cn10.1.IIa	Synthesis	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
VA:Cn11.1.IIa	Relate	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

<p>Essential Questions:</p> <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? 	<p>Enduring Understandings:</p> <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. • Through artmaking, people make meaning by investigating and
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<ul style="list-style-type: none"> How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? 	<p>developing awareness of perceptions, knowledge and experiences.</p> <ul style="list-style-type: none"> People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
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<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> The importance of art preservation. Matting techniques include cutting, window size, materials, and selection of color. The importance of collecting your work over time to show progress. How to create a portfolio. The importance of keeping a journal or sketchbook. Methods of labeling artwork. How to present their work. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Create a portfolio. Develop a sketchbook over time. Matte art for display. Arrange visual art for display. Preserve their Artwork. Label their Artwork. Present a body of art to an audience.
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Career Readiness, Life Literacies, and Key Skills (2020)

Financial Psychology

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Civic Financial Responsibility

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

Career Awareness and Planning

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Creativity and Innovation

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Making Connections to Careers

Ask students what they think is involved in these jobs related to the arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Illustrator - Draw and paint images that communicate concepts for use in media, such as books, magazines, posters, video games and advertisements.

- Graphic Design - Convey their ideas visually by using images, symbols and text. They may design any object in which visual information is communicated, such as magazine covers, product packaging, signs, websites, advertising, and corporate logos.
- Fashion Design - Fashion professionals design and produce various types of clothing, typically working for design companies and clothing brands. They usually need a bachelor's or associate degree.
- Animation - Animators create moving images for various types of media, including film, television, video games, commercials, and websites. Typically working in illustration or computer animation, they often work as freelancers or with animation studios.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

Key Ideas and Details -NJSLS.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 (2020)

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 world citizens in the 21st century.

Computer Science and Design Thinking (2020)

8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

Student Resources

Scholastic Art Magazine (copies)

Various readings related to visual art in multicultural settings

Books are located in the classroom

The North Light Artist's Guide to Materials & Techniques, Phil Metzger, F & W Media, Inc., 2001.

Youtube tutorials provided by instructor

Teacher Resources

Supplemental Workbooks: *Scholastic Art Magazine*, Scholastic Inc.

Websites: www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artsednow.com

www.artlex.org

www.metmuseum.org

Stage 2 – Assessment Evidence

Pre Assessment:

- Written and verbal group critique to assess depth of knowledge of the Elements and Principles of Design.
- Students discuss best practices to prepare their work for presentation.

Performance Task(s):

- Oral critiques
- Written critiques
- Response to both oral and written critiques

Formative:

- Aesthetic analysis responses
- Google Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created common summative assessments and rubrics.

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

- Creating Practices: Explore • Investigate • Reflect, Refine, Continue
- Performing Practices: Select • Analyze • Share
- Responding Practices: Perceive • Analyze • Interpret
- Connecting Practice: • Synthesize • Relate

Instructional Strategies

- SPACED PRACTICE: Space out studying time.
- RETRIEVAL PRACTICE
Practice bringing information to mind without the help of materials.
- ELABORATION
Explain and describe ideas with many details.
- INTERLEAVING
Switch between ideas while you work.
- CONCRETE EXAMPLES
Use specific examples to understand abstract ideas.

- DUAL CODING
Combine words and visuals.
- Other learning strategies at the discretion of the instructor, to meet appropriate standards.

Suggested Learning Activities

- Group critiques after the completion of a project.
- Individual writing of formal critiques.
- Responding to a peer's critique.
- Other learning strategies at the discretion of the instructor, to meet appropriate standards

Suggested Projects for Presenting and Connecting

- Create an Annual Winter Art Showcase
- Create an Annual Spring Showcase
- Matte and Frame Artwork
- Label Artwork
- Practice Spacial Presentation

Unit Plan Title	Responding & Connecting
Suggested Time Frame	Approximately 13.5 days

Overview / Rationale
Through demonstrations and analyses of artworks by educators, artists, and critics, responding to visual art provides students with the tools they need to describe, analyze, interpret, and evaluate works of art. Students will be able to complete these critiques both in writing and orally. Students will also practice responding to critical feedback.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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; ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
<p><u>New Jersey Student Learning Standards for Visual and Performing Arts (2020)</u></p> <p>RESPONDING</p> <p>Anchor Standard 7: Perceiving and analyzing products</p> <p>Performance Expectations:</p> <p>Proficient</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p> <p>Accomplished</p> <p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p>

Advanced

1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

Proficient

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Accomplished

1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Advanced

1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

Proficient

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished

1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Advanced

1.5.12adv.Ree9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

Proficient

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

Proficient

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished
1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
Advanced
1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

National Core Art Standards for Visual Arts (2014)

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

VA:Re.7.1.IIa	Perceive	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Perceive	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

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

VA:Re.8.IIa	Analyze	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
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Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re.9.IIa	Interpret	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
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Artistic Strand: Connecting

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

VA:Cn10.1.IIa	Synthesis	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
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Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
VA:Cn11.1.IIa	Relate	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts

<p>Essential Questions:</p> <ul style="list-style-type: none"> • 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? • 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? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • 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. • 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.
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<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to analyze differing interpretations of an artwork. • Responses to art develop over time based on knowledge of and experience with art and life. • How to evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. • The criteria used to effectively write an art critique. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Write a detailed visual art critique, using content specific vocabulary. • Articulate a visual art critique in front of others. • Respond to written and oral visual art critiques.
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Career Readiness, Life Literacies, and Key Skills (2020)

Financial Psychology

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- **Fashion Design** - Fashion professionals design and produce various types of clothing, typically working for design companies and clothing brands. They usually need a bachelor's or associate degree.

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8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Resources

Scholastic Art Magazine (copies)

Books are located in the classroom:

- *Paintings of the World's Great Galleries*, Bert Bilzer, Hermann Boekhoff, and Fritz Winzer, Frederick Praeger Publisher, NY
- *The North Light Artist's Guide to Materials & Techniques*, Phil Metzger, F & W Media, Inc., 2001.

Various readings related to visual art in multicultural settings.

Youtube tutorials provided by instructor

Teacher Resources

Supplemental Workbooks: *Scholastic Art Magazine*, Scholastic Inc.

Websites: www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artsednow.com

www.artlex.org

www.metmuseum.org

Stage 2 – Assessment Evidence

Pre Assessment:

- Written and verbal group critique

Performance Task(s):

- Oral critiques
- Written critiques
- Response to both oral and written critique

Formative:

- Aesthetic analysis responses
- Google Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

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Stage 3 – Learning Plan

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Visual Art Practices:

- Creating Practices: Explore • Investigate • Reflect, Refine, Continue
- Performing Practices: Select • Analyze • Share
- Responding Practices: Perceive • Analyze • Interpret
- Connecting Practice: • Synthesize • Relate

Instructional Strategies

- SPACED PRACTICE: Space out studying time.
- RETRIEVAL PRACTICE
Practice bringing information to mind without the help of materials.
- ELABORATION
Explain and describe ideas with many details.
- INTERLEAVING
Switch between ideas while you work.
- CONCRETE EXAMPLES
Use specific examples to understand abstract ideas.
- DUAL CODING
Combine words and visuals.
- Other learning strategies at the discretion of the instructor, to meet appropriate standards.

Suggested Learning Activities For Responding and Connecting

- Group critiques after the completion of a project.
- Individual writing of formal critiques.
- Responding to a peer's critique.

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.

- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers
<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- Pre-teach or preview art 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)
- 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 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.

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- 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**

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- 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, the group moves in a carousel to music. Group discusses topics 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)/KWLH(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/>.

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753

An Affirmative Action Equal Opportunity Employer