



E⁴

Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	6 th Grade Exploratory Art				
Grade Level(s):	6				
Duration:	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i> X
Course Description:	6 th Grade Art is offered as a marking period course meeting five days per week instructing students in the following units: Line, Shape, Form and Color. Art appreciation, history and careers are woven into the projects and are explored throughout the course. Students will learn to create original artworks, present and share work, respond, evaluate and connect ideas. Students will work through the progression of the artistic processes in a supportive environment that encourages positive analyzation of their own work and the work of others through whole class critiques and self-reflection. The culminating experience of each unit within this curriculum is the creation of a visual artwork which demonstrates application of the unit studied or a combination of units studied as well as an application of the artistic processes.				
Grading Procedures:	Summative (70%) <ul style="list-style-type: none"> • Projects • Preparedness and Daily Performance Achievement Supportive (30%) <ul style="list-style-type: none"> • Classwork • Tests/Quizzes • Written/Online Assignments • Sketchbooks • In class worksheets and independent projects 				
Primary Resources:	Instructor selected materials				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Larissa Danowitz
---------------------	------------------

Under the Direction of:	Casey Corigliano
--------------------------------	------------------

Written: August 2022

Revised: _____

BOE Approval: _____

Course Desired Results

The Washington Township Visual Art Department's courses are taught in a project-based format. Throughout each unit, one or more projects will be selected by the instructor and within each project, students will be asked to **Create, Present, Respond** and **Connect** in accordance with the NJ Student Learning Standards for Arts Education. Therefore, the 11 standards within those four artistic processes are listed below along with the *Unit Goals & Scales* of our district's curriculum template as they are applicable to every unit within this course. Additional information on the NJ Student Learning Standards can be found here: [NJ Arts Standards](#).

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

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

Indicators

Explore

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

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

Investigate

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

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

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

Reflect, Refine, Continue

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

Analyze

1.5.8.Pr4a - Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Select

1.5.8.Pr5a - Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Share

1.5.8.Pr6a - Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

Perceive

1.5.8.Re7a - Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.

1.5.8.Re7b - Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Interpret

1.5.8.Re8a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Analyze

1.5.8.Re9a - Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Synthesize

1.5.8.Cn10a - Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Relate

1.5.8.Cn11a - Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

1.5.8.Cn11b - Analyze and contrast how art forms are used to reflect global issues, including climate change.

Understandings:

Students will understand that...

1. 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.
2. 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.
3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
4. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
5. 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.
6. 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.
7. 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.
8. People gain insights into meanings of artworks by engaging in the process of art criticism.
9. People evaluate art based on various criteria.
10. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
11. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
12. SEL Enduring Understandings: www.selarts.org

Essential Questions:

1. 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?
2. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
3. 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?
4. 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?
5. 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?
6. What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
7. 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

	<p>do we encounter visual arts in our world? How do visual arts influence our views of the world?</p> <ol style="list-style-type: none"> 8. 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? 9. 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? 10. 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? 11. 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? 12. SEL Essential Questions: www.selarts.org
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generalizing and conceptualizing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. • Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. • Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate persistence and willingness to experiment and take risks during the artistic process. • Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. • Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

2.0	Students will be able to: <ul style="list-style-type: none"> • Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. • Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. • Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 3: Refining and completing projects.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
3.0	Students will be able to: <ul style="list-style-type: none"> • Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
2.0	Students will be able to: <ul style="list-style-type: none"> • Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
3.0	Students will be able to: <ul style="list-style-type: none"> • Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
2.0	Students will be able to: <ul style="list-style-type: none"> • Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
3.0	Students will be able to: <ul style="list-style-type: none"> • Prepare and present artwork safely and effectively.
2.0	Students will be able to: <ul style="list-style-type: none"> • Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
3.0	Students will be able to: <ul style="list-style-type: none"> Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
3.0	Students will be able to: <ul style="list-style-type: none"> Speculate about artistic processes, interpret, and compare works of art and other responses. Analyze visual arts including cultural associations.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: <ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
3.0	Students will be able to: <ul style="list-style-type: none"> Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
2.0	Students will be able to: <ul style="list-style-type: none"> Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
2.0	Students will be able to: <ul style="list-style-type: none"> • Use art vocabulary to explain preferences in selecting and classifying artwork.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
3.0	Students will be able to: <ul style="list-style-type: none"> • Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
2.0	Students will be able to: <ul style="list-style-type: none"> • Create art that tells a story or describes life events in home, school and community.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. • Analyze and contrast how art forms are used to reflect global issues, including climate change.
3.0	Students will be able to: <ul style="list-style-type: none"> • Communicate how art is used to inform the values, beliefs and culture of an individual or society. • Communicate how art is used to inform others about global issues, including climate change.
2.0	Students will be able to: <ul style="list-style-type: none"> • Compare, contrast, and describe why people from different places and times make art. • Describe why people from different places and times make art about different issues, including climate change.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Title: Line

Unit Description: Students will understand and apply the art element line through a variety of media and techniques. Students will build upon prior knowledge with an emphasis placed on the appreciation of line and its influence on visual art from other cultures and across time.

Unit Duration: 1-2 weeks

Understandings:

Students will understand that...

1. Line is the first basic element of art. Lines can be used to define shapes, figures, motion, emotion and the other elements.
2. A contour line is a smooth line that describes the outside edge and inside details. An outline is a line that describes only the outside edge of an object.
3. There are 5 main types of lines in art: vertical lines, horizontal lines, diagonal lines, zigzag lines, and curved lines. Other types of lines are simply variations of the five main ones.
4. Line variations refer to varying a line's length, width, weight, texture, style, direction, the degree of curve to add interest.
5. Organic lines are imperfect and occur in nature. Geometric lines follow rules and create rigid, geometric shapes.
6. Lines are used to create a motif which is an idea, image or concept. A pattern is created when the motif is repeated. Patterns are created by repetition; which is using line, shape, color, or form in sequence.
7. Texture is created by variety of lines and pencil pressure. Lines can be used to imply the way something feels. Texture is created by varying types of line.
8. Value is created by varying the distance between lines. The closer the line the more solid and darker the area will appear. The more widely spaced the lines, the lighter the area will appear.
9. Throughout art history, artists have created influential art using the line as a principle means of visual expression.

Essential Questions:

1. Why is line important in design and drawing?
2. What is the difference between a contour line and an outline?
3. What are the five types of lines?
4. What is variety of line and how is it used?
5. How can lines create organic and geometric shapes?
6. How are lines used to create pattern and motif?
7. How are lines used to create texture?
8. How are lines used to create value?
9. How has line been used in art throughout history?

Assessment Evidence**Performance Tasks:**

- Demonstrate an understanding why line is important in design and drawing
- Know the difference between a contour line and an outline
- Create organic and geometric shapes
- Show how lines create pattern
- Show how lines can create texture
- Understand the different line styles and qualities of line:
 - To make shapes
 - As mark making: stippling, hatching, cross-hatching to make tone and form
 - To create and draw structures
 - To communicate movement, emotion and energy
 - As abstraction

Other Evidence:

- Teacher observation
- Student reflection, group discussion and self-assessment
- Rubric based assessments

<ul style="list-style-type: none"> • Create a still life • Create an observational drawing from life/realism • React and discuss artworks using the Art Criticism Process (4 Steps to Critique Artwork) • Self-reflection 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Benchmarks:

- Teacher selected projects
- Achievement of qualities listed in proficiency and goals
- Evaluation of unit concept and terminology
- Post test
- Evaluation through rubric

Learning Plan

Learning Activities:

- Identify the differences between line styles
- Create a composition using line
- Identify an edge
- Create their own pattern and motif
- Create their own texture

Learning plan is subject to include other elements of art, design principles and art appreciation themes:

Elements of Art	Design Principles	Art Appreciation
Line	Balance	Art History
Shape	Pattern	Multicultural Art
Form	Unity	Influential Artists (past and present)
Color	Variety	Art Criticism
Texture	Emphasis	Art Careers
Space	Movement	
Value	Proportion	

Resources:

- Still life/observation drawing
- Organic and geometric shapes
- Zentangles
- [4 Steps to Critique Artwork.pdf](#)
- https://www.artfactory.com/art_appreciation/visual-elements/line.html
- https://www.artfactory.com/art_appreciation/visual-elements/visual-elements-worksheets.pdf
- Five types of line: <https://yourartpath.com/types-of-line-in-art-meaning>
- Instructor selected projects may include:
 - Zentangle
 - Name mandala
 - Repousse project

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Students may assist struggling and/or ELL students when finished with work • May complete online enrichment activities as well as art activities in and out of school
Struggling Learners	<ul style="list-style-type: none"> • Modify pace, reword/explain in various ways • Modify homework/class work, tests and quizzes, project criteria and rubrics • Pair with advanced learners
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources</p>

	SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 6-8
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting to the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. The arts' experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Shape

Unit Description: Students will understand and apply the art element shape through a variety of media and techniques. Students will build upon prior knowledge with an emphasis placed on the appreciation of shape and its influence on visual art from other cultures and across time.

Unit Duration: 1-2 weeks

Understandings:

Students will understand that...

1. Shape is a flat, enclosed area created with lines, textures or color when a line encloses space. It is important in design and drawing because it is the building block of form.
2. Organic shapes appear in nature and have a flowing and curving appearance. They are typically irregular or asymmetrical.
3. Geometric shapes are circles, rectangles, squares, triangles, etc. Representational shapes are symbols that stand for or "represent" something.
4. Shapes can be used to create, symmetrical, asymmetrical, and radial balance.
5. Throughout art history, artists have created influential art using the shape as a principle means of visual expression.

Essential Questions:

1. What are shapes? Why is shape important in design and drawing?
2. What is the difference between an organic shape and a geometric shape?
3. What is a representational shape?
4. How are shapes used to create balance?
5. How has shape been used in art throughout history?

Assessment Evidence**Performance Tasks:**

- Create a balanced composition with shapes
- Analyze different shape types: organic, geometric and representational
- Create repetition with sequence
- Create repetition without sequence
- Explore shape and investigate its role in design and drawing because it is the building block of form
- Understand that shapes that are used to create, symmetrical, asymmetrical and radial balance
- Use of the element, Space
- Create a still life
- Create an observational drawing using the grid method
- React and discuss artworks using the Art Criticism Process (4 Steps to Critique Artwork)
- Self-reflection

Other Evidence:

- Teacher observation
- Student reflection, group discussion and self-assessment
- Rubric based assessments

Benchmarks:

- Teacher selected projects
- Achievement of qualities listed in proficiency and goals
- Evaluation of unit concept and terminology
- Post test
- Evaluation through rubric

Learning Plan

Learning Activities:

- Identify the differences between types of shapes
- Create a composition using shape
- Identify different types of balance in artworks
- Create patterns from observation
- Create their own patterns

Learning plan is subject to include other elements of art, design principles and art appreciation themes:

Elements of Art	Design Principles	Art Appreciation
Line	Balance	Art History
Shape	Pattern	Multicultural Art
Form	Unity	Influential Artists (past and present)
Color	Variety	Art Criticism
Texture	Emphasis	Art Careers
Space	Movement	
Value	Proportion	

Resources:

- 2D artworks using shape
- Radial symmetry piece
- Compare and contrast artist's work using shape
- [4 Steps to Critique Artwork.pdf](#)
- Instructor selected projects may include:
 - Radial balance project
 - Contour line hand drawing
 - Animal drawing-grid method

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Students may assist struggling and/or ELL students when finished with work • May complete online enrichment activities as well as art activities in and out of school.
Struggling Learners	<ul style="list-style-type: none"> • Modify pace, reword/explain in various ways • Modify homework/class work, tests and quizzes, project criteria and rubrics • Pair with advanced learners
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 6-8</p>

Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting to the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. The arts' experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Form

Unit Description: Students will understand and apply the art element form through a variety of media and techniques. Students will build upon prior knowledge with an emphasis placed on the appreciation of form and its influence on visual art from other cultures and across time.

Unit Duration: 2-3 weeks

<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> Form is the illusion of a three-dimensional object on a two-dimensional surface or it is a 3D object with height, width and depth. Form is important in art because it creates the illusion of depth and space. Shape has length and width; it is two-dimensional. Form has length, width, and depth; it is three-dimensional. Throughout art history, artists have created influential art using the form as a principle means of visual expression. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> What is form? Why is form important in art? What is the difference between shape and form? How has form been used in art throughout history?
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> Be familiar with the definition of form Distinguish the difference between a shape and a form Create a work of art demonstrating an understanding of form Use value, contrast and shading appropriately in art work React and discuss artworks using the Art Criticism Process (4 Steps to Critique Artwork) Self-reflection 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Teacher observation Student reflection, group discussion and self-assessment Rubric based assessments
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Benchmarks:

- Teacher selected projects
- Achievement of qualities listed in proficiency and goals
- Evaluation of unit concept and terminology
- Post test
- Evaluation through rubric

Learning Plan

Learning Activities:

- Identify the differences between shape and form
- Create a three-dimensional artwork using form
- Identify value, contrast, and shading and use it appropriately in an artwork

Learning plan is subject to include other elements of art, design principles and art appreciation themes:

Elements of Art	Design Principles	Art Appreciation
Line	Balance	Art History
Shape	Pattern	Multicultural Art
Form	Unity	Influential Artists (past and present)
Color	Variety	Art Criticism
Texture	Emphasis	Art Careers

Space	Movement	
Value	Proportion	

Resources:

- 3D artwork using form
- Pinch pots
- Low-relief sculpture
- Compare and contrast artist's work (analyze form and value in artworks)
- [4 Steps to Critique Artwork.pdf](#)
- Instructor selected projects may include:
 - Pinch pots
 - Clay project food box
 - Animal drawing-grid method

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Students may assist struggling and/or ELL students when finished with work • May complete online enrichment activities as well as art activities in and out of school
Struggling Learners	<ul style="list-style-type: none"> • Modify pace, reword/explain in various ways • Modify homework/class work, tests and quizzes, project criteria and rubrics • Pair with advanced learners
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 6-8</p>
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting to the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. The arts' experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Color

Unit Description: Students will understand and apply the art element color through a variety of media and techniques. Students will build upon prior knowledge with an emphasis placed on the appreciation of color and its influence on visual art from other cultures and across time.

Unit Duration: 1-2 weeks

Understandings:

Students will understand that...

1. A color wheel is a tool used to help define colors and their relationship to one another. It is important because it helps artists and designers plan color combinations that will impact the viewer, create a mood, or express an idea.
2. Basic color theory is important to creating artwork as it is instrumental to creating harmonies and contrast in artwork. Color theory is both the science and art of using color. It explains how humans perceive color and how colors mix, match or contrast with each other.
3. Artists create artwork using particular color theories coinciding with styles and time periods.

Essential Questions:

1. What is the color wheel and why is it important?
2. Why are the basic color theory principles important in design and the creation of a work of art?
3. How did artists use color with various styles throughout art history?

Assessment Evidence**Performance Tasks:**

- Organize the primary, secondary and tertiary colors on a color wheel
- Understand the rules of color mixing using primary colors to make secondary and tertiary colors
- Use terminology relating to color and describing color theory principles
- Produce and artwork that demonstrates the use of basic color theory principles
- Identify color contrast
- Identify color harmonies
- Identify warm and cool colors
- Describe how can color create mood in an art work
- React and discuss artworks using the Art Criticism Process (4 Steps to Critique Artwork)
- Self-reflection

Other Evidence:

- Teacher observation
- Student reflection, group discussion and self-assessment
- Rubric based assessments

Benchmarks:

- Teacher selected projects
- Achievement of qualities listed in proficiency and goals
- Evaluation of unit concept and terminology
- Post test
- Evaluation through rubric

Learning Plan

Learning Activities:

- Know the organization of the colors on the color wheel
- Identify color contrast
- Identify color harmonies
- Use terminology in describing basic color theory principles
- Produce artwork that demonstrates the use of basic color theory principles
- Learn how artists used color with various styles throughout art history

Learning plan is subject to include other elements of art, design principles and art appreciation themes:

Elements of Art	Design Principles	Art Appreciation
Line	Balance	Art History
Shape	Pattern	Multicultural Art
Form	Unity	Influential Artists (past and present)
Color	Variety	Art Criticism
Texture	Emphasis	Art Careers
Space	Movement	
Value	Proportion	

Resources:

- Portfolio (folder) design
- Accurate and creative color wheel
- Warm and cool artwork
- Watercolor paintings
- Printmaking
- Paintings
- Still life designs incorporating color
- Use color theory principles to glaze pottery
- [4 Steps to Critique Artwork.pdf](#)
- Instructor selected projects may include:
 - Color wheel project
 - Warm and cool project

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Students may assist struggling and/or ELL students when finished with work • May complete online enrichment activities as well as art activities in and out of school
Struggling Learners	<ul style="list-style-type: none"> • Modify pace, reword/explain in various ways • Modify homework/class work, tests and quizzes, project criteria and rubrics • Pair with advanced learners.
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 6-8</p>

Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting to the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. The arts' experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.