

# Mine Hill Township School District

(Art)



**Written by:**  
Cortney Smith  
(Revised 11/2020)

**Reviewed by:**  
Mr. Adam Zygmunt  
*Principal*  
Cindy Pyrzynski (Reviewed 11/2020)  
*Curriculum Coordinator*

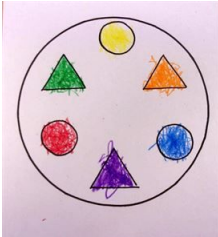


Mr. Lee S. Nittel  
*Superintendent*



**Approval date:**  
October 26, 2020

**Members of the Board of Education:**  
Diane Morris, President  
Karen Bruseo, Vice President  
Katie Bartnick  
Peter Bruseo  
Brian Homeyer  
Srinivasa Rajagopal  
Jennifer Waters

**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

<b>Subject Area:</b> <u>ART</u>	
<b>Grade Level:</b> Prekindergarten	<b>Brief Summary of Unit:</b> Introduction to basic art supplies.
<b>Artists to introduce:</b> Matisse, Klee, Chagall, Picasso, Mondrian	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>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.</p>	<p><b>1.5.2.Cr2a</b></p> <p><b>1.5.2.Cr2c</b></p>	<p>Demonstrate ability to utilize a variety of different types of media such as: crayons, oil pastels, pencils, paint (tempera and watercolor), air dry clay, glue, and paper <b>(Creativity and Innovation)</b>.</p>	<p>Color Wheel with crayon</p>  <p>Painting Practice</p>  <p>Oil Pastel Kandinsky Circles</p> 	<p>Have students Create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project-determine if directions were followed and if fine motor skills meet expectations.</p> <p>Student participation / responses.</p>	<p>Sept-Dec (16-18 periods)</p>

			<p>Tissue Paper Apples/Pumpkins (9 x 12)</p>  <p>Holiday ornament</p> 		
--	--	--	--	--	--




**Integrated Components**


21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images, for videos and songs.
Resources	Required Supplies for each project. Dropping in on series DVDs, Youtube videos and songs.

	Children's books/stories from the library.
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students - Provide auditory and visual directions. Provide samples of finished projects. Show demonstrations. Break down directions &amp; projects into smaller segments (one or two instructions at a time). Possibly prepare materials partially completed.</p> <p>Modification for EL - use of peer to assist with directions and questioning, provide visuals of directions and procedures. Use Spanish speaking ability to give commands.</p> <p>Modification for Gifted students – Encourage more detail and ideas into their projects.</p>

<b>Subject Area:</b> <u>ART</u>	
<b>Grade Level:</b> Prekindergarten	<b>Brief Summary of Unit:</b> Working on fine motor skills, including but not limited to, cutting, gluing, painting, drawing, clay.
<b>Artists to introduce:</b> Matisse, Klee, Chagall, Picasso, Mondrian	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------


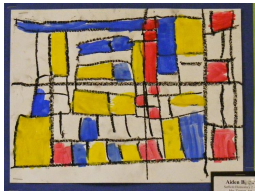
<p>Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces</p> <p>Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p>	<p><b>1.5.2.Cr2b</b></p> <p><b>1.5.2.Cr2c</b></p>	<p>Begin to perform basic skills such as making marks, cutting and pasting (<b>Life and Career Skills</b>).</p> <p>Demonstrate ability to create marks with varied writing and painting tools, proper use of scissors and the application of glue.</p> <p>Begin to employ a basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used (<b>Life and Career Skills</b>).</p>	<p>Winter Landscapes (Paper, Oil Pastel, Paint, Glue, Crayon)</p>  <p>Coloring tool exploration - colored pencil vs. crayon vs. pastels- winter coloring sheets</p>  <p>Paintbrush exploration- Snowman painting, large vs. small marks</p> 	<p>Have students Create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project- determine if directions were followed and if fine motor skills meet expectations.</p> <p>Student participation / responses.</p>	<p>Jan-Feb (8-9 periods)</p>
---	---	--	---	---	----------------------------------

			<p>Collage building</p>  <p>Symmetry Mittens with foam shapes (cut out and connect at end)</p>	
--	--	--	---	--

### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p><b>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</b></p> <p><b>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region</b></p>
Integration of Technology	<p><b>NJSLS 8.1 Educational Technology</b></p> <p>Use of internet/smartboard to display/discuss images, for videos and songs.</p>
Resources	<p>Required Supplies for each project.</p> <p>Dropping in on series DVDs, Youtube videos and songs.</p> <p>Children's books/stories from the library.</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students - Provide auditory and visual directions. Provide samples of finished projects. Show demonstrations. Break down directions &amp; projects into smaller segments (one or two instructions at a time). Possibly prepare materials partially completed.</p> <p>Modification for EL - use of peer to assist with directions and questioning, provide visuals of directions and procedures. Use Spanish speaking ability to give commands.</p> <p>Modification for Gifted students – Encourage more detail and ideas into their projects.</p>

<b>Subject Area:</b> <u>ART</u>	
<b>Grade Level:</b> Prekindergarten	<b>Brief Summary of Unit:</b> Introduction to basic elements of art that make up art and creating works of arts from those elements (line, shape, color, form, texture, space, value).
<b>Artists to introduce:</b> Matisse, Klee, Chagall, Picasso, Mondrian	

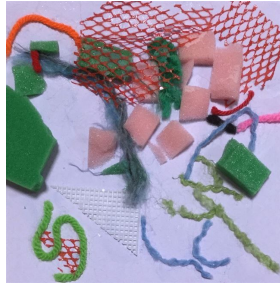
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	1.5.2.Cr2a	Begin to identify and use elements of art, line, shape, color, form, texture and space in artwork <b>(Creativity and Innovation)</b> .	<p>Full Body Self Portrait in your favorite place with correct features (shape and line)</p>  <p>Mondrian Line Drawing (color, shape and line)</p>  <p>Color Wheel with paint- mix primaries (color)</p>	<p>Have students Create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project- determine if directions were followed and if fine motor skills meet expectations.</p> <p>Student participation / responses.</p>	Mar-April (8-9 periods)



Pinch Pots (form, color)




Texture boards (texture)



Painting with textured brushes






			<p>Texture Trees</p> 		
--	--	--	---	--	--

**Integrated Components**

21 <sup>st</sup> Century Themes	___ Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 <sup>st</sup> Century Skills	__x__ Creativity and Innovation ___ Critical Thinking and Problem Solving ___ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___ Life and Career Skills
Interdisciplinary Connections	<b>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images, for videos and songs.
Resources	Required Supplies for each project. Dropping in on series DVDs, Youtube videos and songs. Children’s books/stories from the library.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students - Provide auditory and visual directions. Provide samples of finished projects. Show demonstrations. Break down directions & projects into smaller segments (one or two instructions at a time). Possibly prepare materials partially completed. Modification for EL - use of peer to assist with directions and questioning, provide visuals of directions and procedures. Use Spanish speaking ability to give commands. Modification for Gifted students – Encourage more detail and ideas into their projects.

<b>Subject Area:</b> <u>ART</u>	
<b>Grade Level:</b> Prekindergarten	<b>Brief Summary of Unit:</b> Introduction to art terms and allowance of creativity of students using various supplies.
<b>Artists to introduce:</b> Matisse, Klee, Chagall, Picasso, Mondrian	




<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Pacing Guide</u>
<p>Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>Compare, contrast and describe why people from different places and times make art.</p>	<p><b>1.5.2.Cr3a</b></p> <p><b>1.5.2.Re7a</b></p> <p><b>1.5.2.Cn11a</b></p>	<p>Begin to use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.</p> <p>Begin to describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world (<b>Global Awareness</b>).</p>	<p>Lead students in discussions looking at the works from famous artists and student art (<b>Communication and Collaboration</b>).</p> <p>Include discussions, as an introduction to: craftsmanship, creativity, concept attainment, completion and composition (<b>Critical Thinking and Problem Solving</b>).</p> <p>Include discussions about how elements of art are used in artworks and books (<b>Communication and Collaboration</b>).</p> <p>Collage Feeling Faces (use scissors)</p> 	<p>May-June (7-8 periods)</p>

**Integrated Components**



21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
---------------------------------	---




21 <sup>st</sup> Century Skills	<p>_____ Creativity and Innovation    <u>  x  </u> Critical Thinking and Problem Solving    <u>  x  </u> Communication and Collaboration</p> <p>_____ Information Literacy    _____ Media Literacy    _____ Life and Career Skills</p>
Interdisciplinary Connections	<b>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images, for videos and songs.
Resources	Required Supplies for each project. Dropping in on series DVDs, Youtube videos and songs. Children's books/stories from the library.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students - Provide auditory and visual directions. Provide samples of finished projects. Show demonstrations. Break down directions & projects into smaller segments (one or two instructions at a time). Possibly prepare materials partially completed. Modification for EL - use of peer to assist with directions and questioning, provide visuals of directions and procedures. Use Spanish speaking ability to give commands. Modification for Gifted students – Encourage more detail and ideas into their projects.

<b>Subject Area: <u>ART</u></b>	
Grade Level: Kindergarten	<b>Brief Summary of Unit:</b> Introduction to basic art skills, techniques, elements of, materials and ideas (fundamentals).
Possible artists to introduce: Henri Matisse (collage), Paul Cezanne (still life), Beatrice Wood (pinch pots/pottery), Robert Allen (texture), Piet Mondrian and Wassily Kandinsky (Primary Colors).	





<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p>	<p><b>1.5.2.Cr2a</b></p> <p><b>1.5.2.Cr3a</b></p> <p><b>1.5.2.Cr1a</b></p> <p><b>1.5.2.Cr1b</b></p>	<p>Demonstrate ability to utilize a variety of different types of media such as crayons, glue, scissors, oil pastels, pencils, paint, clay, and paper (<b>life and career skills</b>).</p> <p>Explore tools (<b>creativity and innovation</b>), control and manipulation of a variety of art materials, fine motor skill development.</p>	<p>Crayon / oil pastel and watercolor resist paintings</p>  <p>Clay Pinch Pots</p>  <p>Fall theme still life painting (pumpkins, gourds, apples)</p>  <p>Name Letter Collage</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Sept-Oct (8-9 periods)</p>



Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.			 <p>Leaf/Texture Rubbing</p> 		
--	--	--	---	--	--

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>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.</p>	<p><b>1.5.2.Cr3a</b></p> <p><b>1.5.2.Cr2c</b></p>	<p>Perform basic skills such as making marks, cutting and pasting - demonstrate ability to create marks with varied writing and painting tools, proper use of scissors and the application of glue (<b>critical thinking and problem solving</b>).</p> <p>Employ a basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used (<b>Creativity and Innovation</b>).</p>	<p>Paper or tissue paper Pumpkin/Apple Collage</p>  <p>Construction Paper Animal</p>  <p>Winter Landscapes</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Nov-Dec (8-9 periods)</p>

			 <p>Piet Mondrian</p>  <p>Ripped Paper Snowmen</p> 		
--	--	--	---	--	--

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------

<p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p>	<p><b>1.5.2.Cr2a</b> <b>1.5.2.Cr3a</b></p>	<p>Identify colors and understand color mixing techniques - identify primary colors, discriminate between dark and light, bright and dull. Identify warm and cool colors, color theory basics.</p>	<p>Color wheels- mix primaries to create secondaries</p>  <p>Primary/Secondary Color Kandinsky Circles</p>  <p>Primary/Secondary Color Collage Making</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Jan-Feb (8-9 periods)</p>
<p><b><u>Content/Objective</u></b></p>	<p><b><u>Standards</u></b></p>	<p><b><u>Skills – SWBAT</u></b></p>	<p><b><u>Suggested Activities</u></b></p>	<p><b><u>Suggested Assessments</u></b></p>	<p><b><u>Pacing Guide</u></b></p>
<p>Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<p><b>1.5.2.R3a</b> <b>1.5.2.Re7b</b> <b>1.5.2.Re7b</b></p>	<p>Identify and use elements of art, line, shape, form, texture and space.</p> <p>Identifies and uses various types of lines, differentiates between long and short, wide and narrow.</p>	<p>Pinch Pots (Form)</p>  <p>Leaf Rubbings (Texture)</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p>	<p>March (4-5 periods)</p>

<p>Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>		<p>Identifies and uses various geometric and organic shapes <b>(Global Awareness)</b>, differentiates between many and few, small and large.</p> <p>Begin to understand the three dimensional aspects of objects.</p> <p>Identifies texture such as rough and smooth, hard and soft.</p> <p>Begin to understand outside and inside.</p>	<p>Piet Mondrian (Line, shape)</p>  <p>Self Portrait (Shape, line)</p> 	<p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	
--	--	---	---	---	--

**Integrated Components**





<p>21<sup>st</sup> Century Themes</p>	<p><input checked="" type="checkbox"/> Global Awareness    <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy    <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Health literacy</p>
<p>21<sup>st</sup> Century Skills</p>	<p><input checked="" type="checkbox"/> Creativity and Innovation    <input checked="" type="checkbox"/> Critical Thinking and Problem Solving    <input type="checkbox"/> Communication and Collaboration  <input type="checkbox"/> Information Literacy    <input type="checkbox"/> Media Literacy    <input checked="" type="checkbox"/> Life and Career Skills</p>
<p>Interdisciplinary Connections</p>	<p><b>Career Skills K-12.CRP6.1</b>  <b>Career Skills K-12.CRP2.1</b></p>



	<p><b>Science K-P S2-1- With guidance, plan and conduct an investigation in collaboration with peers.</b></p> <p><b>Science ETS1.A- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions (secondary to K-PS2-2).</b></p>
Integration of Technology	<p><b>NJSLS 8.1 Technology</b></p> <p>Use of internet/smartboard to display/discuss images.</p> <p>Youtube videos for songs and introductions</p> <p>Dropping in on Series videos</p>
Resources	<p>For Teachers:</p> <p>Supplies: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue,</p> <p>Images: Images of famous artworks, images of student artworks</p> <p>Videos and songs: (Youtube, Dropping in on Series)</p> <p>Books: Library books, story books to introduce lessons</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p> <p><b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.</p> <p><b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.</p>

<b>Subject Area: <u>ART</u></b>	
Grade Level: Kindergarten	<p><b>Brief Summary of Unit:</b> Culture, Themes, History – The function &amp; purpose of art making throughout history and societies. We can learn about a society/culture by looking at their artwork. Art reflects societal beliefs and values. <b>(Global Awareness)</b></p>
Possible artists to introduce: Grant Wood	


<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------

<p>Describe why people from different places and times make art about different issues.</p> <p>Compare, contrast and describe why people from different places and times make art.</p>	<p><b>1.5.2.Cn11b</b></p> <p><b>1.5.2.Cn11a</b></p>	<p>Begin to identify characteristic theme-based works in visual art, such as artworks based on the themes of family and community <b>(Global Awareness)</b></p> <p>Begin to understand and uncover contextual clues that are embedded in works of art that provide insight into artistic intent.</p> <p>Create artwork inspired by a culture. <b>(Creativity and Innovation, Critical thinking and problem solving)</b></p> <p>Discuss themes of family and community in famous artwork. <b>(Communication and Collaboration)</b></p>	<p>Cultural, celebratory and historical art projects using all types of media, looking at varied cultures around the world including but not limited to: Asia, South America, North America, Africa, Europe, Russia.</p> <p>Hispanic Heritage Month: Ponchos </p> <p>Warm Color African Animal Silhouettes (use stencils for animals if needed) </p> <p>Cherry Blossom Tissue Paper Art (Japan) </p> <p>Grant Wood Inspired Self Portraits (include family members and home) </p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>April (4-5 periods)</p>
--	---	---	--	--	--------------------------------

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>Language Arts K.RL.K.4</b> <b>Language Arts K.SL.K.5</b> <b>Social Studies 6.3.4.CS1</b> <b>Social Studies 6.3.4.CS3</b>
Integration of Technology	<b>NJSLS 8.1 Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for songs and introductions Dropping in on Series videos
Resources	For Teachers: Supplies: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, Images: Images of famous artworks, images of student artworks Videos and songs: (Youtube, Dropping in on Series) Books: Library books, story books to introduce lessons
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

<b>Subject Area:</b> <u>ART</u>	
Grade Level: K	<b>Brief Summary of Unit:</b> Creativity – Perceptual Skills, Imagination and Experience - Artwork tells stories with emotion and mood through images and symbolism. Begin to understand how art communicates ideas, thoughts and feelings and tells a story that demonstrates mood and emotion.
Possible Artists to introduce: Illustrators of books	

<u>Content/ Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Create art that tells a story or describes life events in home, school and community.</p> <p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p>	<p><b>1.5.2.Cn10a</b></p> <p><b>1.5.2.Cr2a</b></p> <p><b>1.5.2.Re7a</b></p>	<p>Create artwork that is based on experience and imagination (<b>Creativity and Innovation</b>).</p> <p>Comprehend how their artwork reflects their experiences (<b>Critical Thinking and Problem Solving</b>).</p> <p>Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>	<p>Storybook character (read a book as a class and design a book cover with a character). Have students share ideas with classmates (<b>Communication and Collaboration</b>).</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>May (4-5 periods)</p>

### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness	<input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> Civic Literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving	<input checked="" type="checkbox"/> Communication and Collaboration
	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Media Literacy	<input type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	<b>Language Arts K.RL.K.4</b> <b>Language Arts K.RL.K.6</b> <b>Language Arts K.RL.K.7</b>
Integration of Technology	<b>NJSLS 8.1 Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for songs and introductions Dropping in on Series videos
Resources	For Teachers: Supplies: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, Images: Images of famous artworks, images of student artworks Videos and songs: (Youtube, Dropping in on Series) Books: Library books, story books to introduce lessons
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

<b>Subject Area: <u>ART</u></b>	
Grade Level: K	<b>Brief Summary of Unit:</b> Critique Methodologies and Analysis - All art has value and provides us with the opportunity to learn and develop skills even if it differs from individual preference. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively and create more complete, well composed works of art.
Art to study: Images of artwork from famous artists as well as student art.	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------




<p>Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>Use art vocabulary to explain preferences in selecting and classifying artwork.</p>	<p><b>1.5.2.Re8a</b></p> <p><b>1.5.2.R3a</b></p>	<p>Begin to assess works of art using qualitatively and quantitatively methods.</p> <p>Begin to discuss works of art using constructive criticism as an important evaluative tool that enables artists to communicate more effectively.</p>	<p>Lead students in discussions looking at the works from famous artists <b>(Global Awareness)</b> and student art.</p> <p>Include discussions on craftsmanship, creativity, concept attainment, completion and composition <b>(Critical Thinking and Problem Solving)</b>.</p> <p>Have students discuss similarities and differences in works of art.</p> <p>Have students swap drawings and discuss what they observe in one another's artwork <b>(Communication and Collaboration)</b>.</p>	<p>Student participation / responses.</p> <p>Have students recreate an image to improve it.</p>	<p>June (3-4 periods)</p>
---	--	---	--	---	-------------------------------

**Integrated Components**

<p>21<sup>st</sup> Century Themes</p>	<p><input checked="" type="checkbox"/> Global Awareness    <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy    <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy</p>
<p>21<sup>st</sup> Century Skills</p>	<p><input type="checkbox"/> Creativity and Innovation    <input checked="" type="checkbox"/> Critical Thinking and Problem Solving    <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy    <input type="checkbox"/> Media Literacy    <input type="checkbox"/> Life and Career Skills</p>
<p>Interdisciplinary Connections</p>	<p><b>Language Arts K.RL.K.3</b> <b>Language Arts K.RL.K.4</b> <b>Language Arts K.RL.K.7</b> <b>Language Arts K.SL.K.6</b> <b>Math K.K.MD.A.2</b></p>




Integration of Technology	<p><b>NJSLS 8.1 Technology</b>          Use of internet/smartboard to display/discuss images.          Youtube videos for songs and introductions          Dropping in on Series videos</p>
Resources	<p>For Teachers:          Supplies: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue,          Images: Images of famous artworks, images of student artworks          Videos and songs: (Youtube, Dropping in on Series)          Books: Library books, story books to introduce lessons</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.  <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.  <b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.</p>


<b>Subject Area: ART</b>	
Grade Level: 1 <sup>st</sup> Grade	<b>Brief Summary of Unit:</b> Introduction to basic art skills (production) techniques, elements of, materials and ideas.
Possible artists to introduce: Piet Mondrian, Henri Rousseau, Paul Klee, Marc Chagall, Pablo Picasso, Vincent Van Gogh, Georgia O'Keeffe, Joan Miro, Leonardo da Vinci, Salvador Dali	



<u>Content/ Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p>	<p><b>1.5.2.Cr2a</b></p> <p><b>1.5.2.Cr1b</b></p>	<p>Utilize a variety of different types of media such as crayon, pastels, pencil, paint, clay, and paper to communicate ideas <b>(Creativity and Innovation).</b></p> <p>Properly use the art tools and materials <b>(Life and Career Skills).</b></p>	<p>Clay Pot or Animal</p>  <p>Torn paper Collage (construction, tissue, glossy paper)</p>  <p>Tempera Paintings</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Sept (4-5 periods)</p>









--	--	--	--	--

<u>Content/ Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p>	<p><b>1.5.2.Cr3a</b></p> <p><b>1.5.2.Cr2a</b></p> <p><b>1.5.2.Cr1b</b></p>	<p>Demonstrate ability to create marks with varied writing and painting tools, proper use of scissors and the application of glue (<b>Life and Career Skills</b>).</p> <p>Employ a basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used as well as the ability to distinguish differences in materials and techniques and how they affect appearance (<b>Critical Thinking and Problem Solving</b>).</p>	<p>Ponchos</p>  <p>Paintbrush exploration large vs. small marks- Fall Tree</p>  <p>Seasonal Tree Project (Summer, Fall, Winter, Spring Trees)</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Oct (4-5 periods)</p>

			<p>Create a jack-o-lantern with cut paper or create as a collage</p> 	
--	--	--	--	--

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p>Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p>	<p><b>1.5.2.Re7a</b></p> <p><b>1.5.2.Re7b</b></p> <p><b>1.5.2.Re8a</b></p>	<p>Identify and understand the color wheel and color families - identify primary colors, secondary colors, warm colors, and cool colors.</p> <p>Create artwork that reveals an understanding of color families.</p>	<p>Warm and Cool Color Projects</p>  <p>Primary Color Projects</p>  <p>Color Wheel Creation (Mix colors)</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Nov (4-5 periods)</p>

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>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.</p>	<p><b>1.5.2.Cr2c</b></p>	<p>Identify and use elements of art, line, shape, form, texture and space.</p> <p>Identify and use various types of lines, make lines with a variety of tools and media, practice proper spacing.</p> <p>Describe curves, bends, indentations and extremities of form.</p> <p>Identifies and use various geometric and organic shapes.</p> <p>Discriminate between left – right, use overlapping concepts.</p>	 <p>Texture Pumpkins/Ornaments (texture)</p>  <p>Van Gogh Starry Night (space)</p>  <p>Piet Mondrian (Line)</p>  <p>Oil Pastel Resist/Pattern Owl (Pattern, texture)</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Dec-Jan (8-10 periods)</p>


		Identify texture and begin to render using mixed materials and techniques.	 Ceramic Pinch Pot (form) 		
--	--	--	--	--	--




**Integrated Components**

21 <sup>st</sup> Century Themes	___ Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 <sup>st</sup> Century Skills	___x___ Creativity and Innovation ___x___ Critical Thinking and Problem Solving ___ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___x___ Life and Career Skills
Interdisciplinary Connections	<b>Math 1.1.G.A.2:</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  <b>6.1.2.CivicsPR.3:</b> Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos to introduce/enhance lessons. Microphone/speakers for music and presentations.
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks  Dropping in on series DVDs Children's books to show concepts and ideas.

Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p> <p><b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.</p> <p><b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.</p>
---	--

<b>Subject Area: ART</b>	
Grade Level: 1 <sup>st</sup> Grade	<b>Brief Summary of Unit:</b> Culture, Themes, History – The function & purpose of art making throughout history and societies. We can learn about a society / culture by looking at their artwork. Art reflects societal beliefs and values.
Possible artists to introduce: Carmen Lomas Garza, Grant Wood	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Compare, contrast and describe why people from different places and times make art.</p> <p>Describe why people from different places and times make art about different issues, including climate change.</p>	<p><b>1.5.2.Cn11a</b></p> <p><b>1.5.2.Cn11b</b></p>	<p>Identify characteristic theme-based works in visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures (<b>Global Awareness</b>).</p> <p>Understand ideas and themes in artwork.</p> <p>Discuss with classmates the significance of particular works (<b>Communication and Collaboration</b>)</p>	<p>Create an artwork based on the child’s favorite hobby or a toy that is currently popular.</p>  <p>Create an artwork based on a family tradition that the child participates in.</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project</p>	<p>February-March (8-9 periods)</p>

		<p>Understanding the function and purpose of art-making across cultures is a reflection of societal values and beliefs <b>(Global Awareness)</b>.</p> <p>Identify contextual clues that are embedded in works of art that provide insight into artistic intent <b>(Critical Thinking and Problem Solving)</b>.</p>	 <p>Look at some famous artwork and some student artwork that shows hints to a society's values and hold a class discussion.</p>  <p>Ceramic Clay Pinch Pots- Cultural</p> 	<p>completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	
--	--	--	---	--	--

**Integrated Components**



<p>21<sup>st</sup> Century Themes</p>	<p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Health literacy</p>	<p><input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy</p>	<p><input type="checkbox"/> Civic Literacy</p>
---------------------------------------	--	---	--

21 <sup>st</sup> Century Skills	_____ Creativity and Innovation ___x___ Critical Thinking and Problem Solving ___x___ Communication and Collaboration Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	<b>6.1.2.CivicsCM.3:</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.  <b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos to introduce/enhance lessons. Microphone/speakers for music and presentations.
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks  Dropping in on series DVDs Children's book to show concepts and ideas.
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

<b>Subject Area:</b> <u>ART</u>	
Grade Level: 1 <sup>st</sup> Grade	<b>Brief Summary of Unit:</b> Creativity – Perceptual Skills, Imagination and Experience - Artwork tells stories with emotion and mood through images and symbolism. Begin to understand how art communicates ideas, thoughts and feelings and tells a story that demonstrates mood and emotion.
Artists to introduce: Jan Brett (Author and Illustrator)	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------



<p>Create art that tells a story or describes life events in home, school and community.</p>	<p><b>1.5.2.Cn10a</b></p>	<p>Create artwork that is based on experience and imagination <b>(creativity and innovation)</b>. Comprehend how their artwork reflects their experiences <b>(critical thinking and problem solving)</b>.</p> <p>Create works of art that are based on observations of the physical world <b>(Global Awareness)</b> and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>	<p>Telling a Story with Art. Have students look at real book illustrations and do a group discussion to try to figure out the story behind the illustration <b>(Communication and Collaboration)</b>.</p>  <p>Have students create their own character and/or background that tells a story that conveys mood and emotion.</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>April-May (8-9 periods)</p>
--	---------------------------	---	--	--	--------------------------------

**Integrated Components**

<p>21<sup>st</sup> Century Themes</p>	<p><input checked="" type="checkbox"/> Global Awareness    <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy    <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy</p>
<p>21<sup>st</sup> Century Skills</p>	<p><input checked="" type="checkbox"/> Creativity and Innovation    <input checked="" type="checkbox"/> Critical Thinking and Problem Solving    <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy    <input type="checkbox"/> Media Literacy    <input type="checkbox"/> Life and Career Skills</p>



Interdisciplinary Connections	<p><b>LANGUAGE ARTS 1.RL.1.2</b></p> <p><b>LANGUAGE ARTS 1.RL.1.3</b></p> <p><b>LANGUAGE ARTS 1.RL.1.7</b></p> <p><b>LANGUAGE ARTS 1.SL.1.5</b></p>
Integration of Technology	<p><b>NJSLS 8.1 Educational Technology</b>  Use of internet/smartboard to display/discuss images.  Youtube videos to introduce/enhance lessons.  Microphone/speakers for music and presentations.</p>
Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p> <p>Dropping in on series DVDs,  Children’s book to show concepts and ideas.</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p> <p><b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.</p> <p><b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.</p>

<b>Subject Area: <u>ART</u></b>	
Grade Level: 1 <sup>st</sup> Grade	<p><b>Brief Summary of Unit:</b> Critique Methodologies and Analysis - All art has value and provides us with the opportunity to learn and develop skills even if it differs from individual preference. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively and create more complete, well composed works of art.</p>
Art to study: Images of artwork from famous artists as well as student art.	




<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p>Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p>	<p><b>1.5.2.Re7a</b></p> <p><b>1.5.2.Re7b</b></p> <p><b>1.5.2.Re8a</b></p>	<p>Assess works of art using qualitatively and quantitatively methods <b>(Critical thinking and problem solving)</b>.</p> <p>Discuss works of art using constructive criticism as an important evaluative tool that enables artists to communicate more effectively <b>(communication and collaboration)</b>.</p> <p>Apply the principles of positive critique in giving and receiving responses <b>(life and career skills)</b>.</p>	<p>Lead students in discussions looking at the works from famous artists and student art.</p> <p>Include discussions on craftsmanship, creativity, message, completion and composition.</p> <p>Demonstrate successful critique techniques.</p> <p>Students critique their own work of art as well as a peer's.</p> <p>Students recreate an artwork which reveals improvement.</p>	<p>Student participation / responses.</p> <p>Small illustrations or drawings that coincide with the unit.</p> <p>Self Critiques/Peer Critiques.</p>	<p>June (3-4 periods)</p>


**Integrated Components**



21 <sup>st</sup> Century Themes	_ Global Awareness ____ Financial, Economic, Business, and Entrepreneurial Literacy ____ Civic Literacy ____ Health literacy
21 <sup>st</sup> Century Skills	____ Creativity and Innovation __x__ Critical Thinking and Problem Solving __x__ Communication and Collaboration ____ Information Literacy ____ Media Literacy __x__ Life and Career Skills
Interdisciplinary Connections	<p><b>LIFE AND CAREER SKILLS 12.CRP4.1</b></p> <p><b>LANGUAGE ARTS 1.RL.1.3</b></p> <p><b>LANGUAGE ARTS 1.SL.1.1.B</b></p> <p><b>6.1.2.CivicsPD.1: ENGAGE IN DISCUSSIONS EFFECTIVELY BY ASKING QUESTIONS, CONSIDERING FACTS, LISTENING TO THE IDEAS OF OTHERS,</b></p>


	<b>AND SHARING OPINIONS.</b>
Integration of Technology	<p><b>NJSLS 8.1 Educational Technology</b>  Use of internet/smartboard to display/discuss images.  Youtube videos to introduce/enhance lessons.  Microphone/speakers for music and presentations.</p>
Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p> <p>Dropping in on series DVDs, Children's book to show concepts and ideas.</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p> <p><b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.</p> <p><b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.</p>



<b>Subject Area: ART</b>	
Grade Level: 2nd Grade	<b>Brief Summary of Unit:</b> Introduction to basic art skills (production) techniques, elements of, materials and ideas.
Possible artists to introduce: Henri Rousseau, George Rodrigue, Vincent Van Gogh, Georgia O’Keeffe, Emanuel Leutze, Edouard Manet, Frida Kahlo, Andy Warhol, Edvard Munch, Edward Hopper, Norman Rockwell	


<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems</p> <p>Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p>	<p>1.5.2.Cr1a</p> <p>1.5.2.Cr1b</p> <p>1.5.2.Cr2a</p> <p>1.5.2.Cr2b</p>	<p>Use familiar media in new ways by continuing to explore a variety of different types of media such as crayon, pastels, pencil, paint, clay, and paper to communicate ideas <b>(Creativity and Innovation).</b></p>	<p>Van Gogh Starry Night- Explore with paint, pastels, etc.</p>  <p>Collages of animals or landscapes</p>  	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Sept (4-5 periods)</p>


<p>Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>				<p><b>(Communication and Collaboration)</b></p>	
---	--	--	---	---	--

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>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.</p> <p>Create art that tells a story or describes life events in home, school and community.</p>	<p>1.5.2.Cr2c 1.5.2.Cn10a</p>	<p>Employ and understand verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used as well as the ability to distinguish differences in materials and techniques and how they affect appearance (<b>life and career skills</b>).</p>	<p>Pumpkin Drawings/Paintings, allow choice of materials?</p>  <p>Media study: crayon vs. pencil vs. oil pastel vs. soft pastel vs. paint...</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p> <p>Student Self Critique and Peer Critique.</p>	<p>Oct (4-5 periods)</p>



<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>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.</p>	<p>1.5.2.Cr3a</p> <p>1.5.2.Cr2c</p>	<p>Identify and understand the color wheel and color families - identify primary colors, identify and be able to create secondary colors, Identify and understand the use of warm and cool colors (<b>information literacy</b>).</p> <p>Discuss color as it relates to feelings and moods (<b>critical thinking and problem solving</b>).</p> <p>Discuss differences and similarities of colors. (<b>Communication and collaboration</b>).</p> <p>Begin to see and duplicate values, changes in light and dark.</p>	<p>Monet Bridges</p>  <p>Warm and Cool Color Art (Art that shows emotion)- Klee Cats- Use Lights and Darks of warm and cool colors.</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses (<b>Communication and Collaboration</b>).</p>	<p>Nov (4-5 periods)</p>

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>	<p>1.5.2.Cr2a</p> <p>1.5.2.Cr2b</p>	<p>Identify and use elements of art, line, shape, form, texture and space <b>(information literacy)</b>.</p> <p>Effectively use various types of lines, make lines with a variety of tools and media, practice proper spacing.</p> <p>Create curves, bends, indentations and extremities of form.</p> <p>Effectively use various geometric and organic shapes.</p> <p>Effectively creates the look of texture using mixed materials and techniques.</p> <p>Demonstrate distance through size, effectively use overlapping concepts.</p>	<p>Showing distance using lines, shapes, textures, space</p>  <p>Pinch Pots w/handles and lids (form)</p>  <p>Perspective Snowman (shape, line)</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student Self Critique and Peer Critique.</p> <p>Student participation / responses/discussion</p>	<p>Dec (4-5 periods)</p>

				ns (communication and collaboration).	
--	--	--	---	---------------------------------------	--

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p>	<p>1.5.2.Cr1a</p> <p>1.5.2.Cr1b</p>	<p>Identify and use principles of design -balance, contrast, emphasis, movement, pattern, rhythm and unity</p> <p>Duplicate symmetrical and asymmetrical balance.</p> <p>Create contrast in artwork as a source of interest, light and dark, organic and geometric shapes, warm and cool colors.</p> <p>Effectively demonstrate understanding of emphasis by creating emphasized focal points.</p> <p>Begin to understand how a viewer’s eyes move from the outer edges to the main focus of an artwork creating organization – Movement</p>	<p>Pattern Owl/Snowman/heart or other animal or design</p>  <p>Contrast Symmetry (Positive and Negative Space)</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept,</p>	<p>Jan-Feb (8-9 periods)</p>




		<p>Create patterns in different medias.</p> <p>Begin to understand how rhythm is created in art with repetition of shapes, colors and lines.</p> <p>Begin to understand how unity makes an artwork feel complete through all of the elements working together.</p>	 <p>Bubble Art</p> 	<p>creativity, craftsmanship.</p> <p>Student participation / responses.</p> <p>Student Self Critique and Peer Critique.</p>	
--	--	--	---	---	--



### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p><b>Math 2.2.G.A.1:</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><b>Language Arts 2.W.2.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</p>
Integration of Technology	<p><b>NJSLS 8.1 Educational Technology</b></p> <p>Use of internet/smartboard to display/discuss images.</p> <p>Youtube videos for demonstrations/songs/stories to introduce projects or form connections.</p>
Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p>

	Library Books to introduce or enhance concepts. Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed/504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p> <p><b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.</p> <p><b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.</p>

<b>Subject Area: <u>ART</u></b>	
Grade Level: 2nd Grade	<b>Brief Summary of Unit:</b> Culture, Themes, History – The function & purpose of art making throughout history and societies. We can learn about a society / culture by looking at their artwork. Art reflects societal beliefs and values.
Possible Artists to introduce: Henri Rousseau, George Rodrigue, Vincent Van Gogh, Georgia O’Keeffe, Emanuel Leutze, Edouard Manet, Friedensreich Hundertwasser, Frida Kahlo, Andy Warhol, Edvard Munch, Edward Hopper, Norman Rockwell	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Compare, contrast and describe why people from different places and times make art.</p> <p>Describe why people from different places and times make art about different issues, including climate change.</p>	<p>1.5.2.Cn11a</p> <p>1.5.2.Cn11b</p>	<p>Identify characteristic theme-based works in visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures (<b>Global Awareness</b>).</p>	<p>Molas</p>  <p>Self Portrait Inspired by a famous artist or culture</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following</p>	<p>March (4-5 periods)</p>

		<p>Recognize art from different times and places.</p> <p>Understand ideas and themes in artwork.</p> <p>Understanding the function and purpose of art-making across cultures is a reflection of the economy, societal values, and beliefs (<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>).</p> <p>Identify contextual clues that are embedded in works of art that provide insight into artistic intent (<b>Critical Thinking and Problem Solving</b>).</p> <p>View and critique different techniques used in art from around the world (<b>communication and collaboration</b>).</p>	 <p>Pinch Pots w/handles and lids</p> 	<p>directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p> <p>Student Self Critique and Peer Critique.</p>	
--	--	--	---	--	--



		Create artwork based on another culture or their own culture ( <b>Creativity and Innovation</b> ).			
--	--	--	--	--	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</b>  <b>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections.
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed/504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

**Subject Area: ART**

Grade Level: 2nd Grade	<b>Brief Summary of Unit:</b> Creativity – Perceptual Skills, Imagination and Experience - Artwork tells stories with emotion and mood through images and symbolism. Begin to understand how art communicates ideas, thoughts and feelings and tells a story that demonstrates mood and emotion. Understand that art is a person experience and personal experiences affect the way people interpret and create art.
Possible Artists to introduce: George Rodrigue, Edouard Manet	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Create art that tells a story or describes life events in home, school and community.	1.5.2.Cn10a	<p>Create artwork that is based on experience and imagination <b>(Creativity and Innovation)</b>.</p> <p>Comprehend how their artwork reflects one's experiences <b>(Global Awareness)</b>.</p> <p>Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>	<p>Blue Dog- Put Blue Dog in a place to tell a story or emotion.</p>  <p>Choose materials and create an artwork that shares a favorite memory.</p> <p>Tell a story with Art</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p> <p>Student Self Critique and Peer Critique <b>(Communication and Collaboration)</b>.</p>	April-May (8-9 periods)

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  x  </u> Global Awareness    ____ Financial, Economic, Business, and Entrepreneurial Literacy    ____ Civic Literacy ____ Health literacy
21 <sup>st</sup> Century Skills	<u>  x  </u> Creativity and Innovation    ____ Critical Thinking and Problem Solving <u>  x  </u> Communication and Collaboration ____ Information Literacy    ____ Media Literacy    ____ Life and Career Skills
Interdisciplinary Connections	<b>6.1.2.Civics.PI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections.
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed/504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

### Subject Area: ART

Grade Level: 2nd Grade	<b>Brief Summary of Unit:</b> Critique Methodologies and Analysis - All art has value and provides us with the opportunity to learn and develop skills even if it differs from individual preference. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively and create more complete, well composed works of art. Art means something different to each person. Studying art provides us with the opportunity to better our skills as well as understanding works of art.
Art to study: Images of artwork from famous artists as well as student art	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>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.</p> <p>Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<p>1.5.2.Pr6a</p> <p>1.5.2.Re7a</p> <p>1.5.2.Re7b</p> <p>1.5.2.Re8a</p> <p>1.5.2.R3a</p>	<p>Assess works of art using qualitatively and quantitatively methods.</p> <p>Discuss works of art using constructive criticism as an important evaluative tool that enables artists to communicate more effectively <b>(Communication and Collaboration)</b> .</p> <p>Apply the principles of positive critique in giving and receiving responses <b>(Life and Career Skills)</b>.</p> <p>Compare and contrast two or more works of art.</p>	<p>Lead students in discussions looking at the works from famous artists and student art <b>(Global Awareness)</b>.</p> <p>Include discussions on craftsmanship, creativity, concept attainment, completion and composition</p> <p>Demonstrate critique techniques.</p>	<p>Student participation / responses/discussion..</p> <p>Student Self Critique and Peer Critique.</p>	<p>June (2-3 periods)</p>

<p>Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>Use art vocabulary to explain preferences in selecting and classifying artwork</p>					
--	--	--	--	--	--



**Integrated Components**


21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</b>  <b>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections.
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed/504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.



	<b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.
--	--

<b>Subject Area: <u>ART</u></b>	
Grade Level: 3rd Grade	<b>Brief Summary of Unit:</b> Creative Process- Students learn and practice elements of art and principles of design in various artworks.
Possible artists to introduce: Paul Cezanne, Johannes Vermeer, Norman Rockwell	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>Speculate about artistic processes. Interpret and compare works of art and other responses.</p>	<p>1.5.5.Cr2b</p> <p>1.5.5.Re7a</p>	<p>Use lines as a dominant element in the creation of artwork.</p> <p>Use Geometric and Organic shapes as inspiration for original artwork.</p> <p>Identify primary, secondary, tertiary colors, be able to mix them and use them in original artwork <b>(Creativity and Innovation)</b>.</p> <p>Identify tints, tones, and shades and use them in original artwork.</p> <p>Understand and use radial balance in original artwork.</p> <p>Understand and illustrate proportion in artwork.</p>	 <p>Pumpkin Patches (Shades, tints, proportion)</p>  <p>Talaveras (Culture, Radial Symmetry)</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p>	<p>Sept-Nov (11-12 Class Periods)</p>

		<p>Identify repetition, pattern, and rhythm, and use them in original artwork (<b>Information Literacy</b>).</p> <p>Identify emphasis (center of interest) and use it in original artwork.</p>	 <p>Pastel Landscapes (Emphasis, shapes)</p>	<p>Student Self/Peer/Small Group Critique (<b>Communication and Collaboration</b>).</p>	
--	--	--	---	---	--


### Integrated Components


21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>LA.3.W.3.1</p> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p>
Integration of Technology	<p><b>NJSLS 8.1 Educational Technology</b></p> <p>Use of internet/smartboard to display/discuss images.</p> <p>Youtube videos for demonstrations/songs/stories to introduce projects or form connections.</p>
Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p> <p>Library Books to introduce or enhance concepts.</p> <p>Dropping in on series DVDs, Youtube on famous artists</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p>

**Modification for EL** - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.

**Modification for Gifted Students** – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art, have them assist or give feedback to peers.

<b>Subject Area:</b> <u>ART</u>	
Grade Level: 3rd Grade	<b>Brief Summary of Unit:</b> Performing- Students reveal a basic understanding of artwork from various periods, and can use styles as inspiration for original artwork.
Possible artists to introduce: Van Gogh, Dali, Monet, Picasso	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Analyze visual arts including cultural associations.</p> <p>Create works of art that reflect community cultural traditions.</p> <p>Discuss using formal and conceptual vocabulary.</p>	<p>1.5.5.Re7b</p> <p>1.5.5.Cn10a</p>	<p>Work individually and collaboratively in a medium of choice to create a cohesive two-dimensional visual interpretation of a newsworthy issue or theme of personal significance that shows the use of the elements of line, shape, form, value, texture, and color.</p> <p>Discuss the characteristics of still life images from various historical periods of visual art and create artwork</p>	 <p>Still Life</p> <p>Doodle for Google (usually a theme of personal significance)</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept,</p>	<p>Dec-Jan (7-8 Class Periods)</p>

		<p>that reflects one or more of the different styles (<b>Global Awareness</b>).</p> <p>Describe characteristics of artwork from diverse eras and use observed life situations as inspiration for two and three-dimensional art making influenced by a variety of styles (ex. Cubism, surrealism, impressionism, realism, etc.) (<b>Critical Thinking and Problem Solving</b>)</p>	 <p>Cubist Self-Portrait (or other subject of personal significance)</p>	<p>creativity, craftsmanship.</p> <p>Student participation / responses.</p> <p>Student Self/Peer/Small Group Critique (<b>Communication and Collaboration</b>)</p>	
--	--	---	---	--	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p>

Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections.
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books to introduce or enhance concepts. Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted Students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

<b>Subject Area: <u>ART</u></b>	
Grade Level: 3rd Grade	<b>Brief Summary of Unit:</b> Performing- Students reveal a basic understanding of artwork from various periods, and can use styles as inspiration for original artwork.
Possible artists to introduce: Native American Coil Pot Art, Aztec Art, art from various historic cultures	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.	1.5.5.Cr1b  1.5.5.Re8a	Employ the element of line, shape/form, texture and color to create a three-dimensional artwork within the parameters of a particular style that serves a function <b>(Critical Thinking and Problem Solving).</b>	-Big (1 day?) group project challenge- use all the elements and principles of design in an artwork <b>(Communication and Collaboration, Life and Careers Skills)</b>	Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.	Feb-Mar (7-8 Class Periods)

Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Use the elements of line, shape and color to collaborate on an artwork that uses color and the principles of rhythm and pattern to unify the work.



Coil Pot Introduction (Form and Functional Art)



Aztec Copper Tooling



Tessellations (Pattern, Rhythm, Repetition)

Completed project based on completion rubric.

Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.

Student participation / responses.

Student Self/Peer/Small Group Critique

					
			Quilt or Weaving		


### Integrated Components


21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>
Integration of Technology	<p><b>NJSLS 8.1 Educational Technology</b></p> <p>Use of internet/smartboard to display/discuss images.</p> <p>Youtube videos for demonstrations/songs/stories to introduce projects or form connections.</p>
Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p> <p>Library Books to introduce or enhance concepts.</p> <p>Dropping in on series DVDs, Youtube on famous artists</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p>



**Modification for EL** - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.  
**Modification for Gifted Students** – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

<b>Subject Area:</b> <u>ART</u>	
Grade Level: 3rd Grade	<b>Brief Summary of Unit:</b> History of the Arts and Culture
Possible artists to introduce: Seurat, Edward Hopper, Georgia O’Keeffe	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	<p>1.5.5.Re9a</p> <p>1.5.5.Cn11a</p>	<p>Identify various artists whose pivotal works of art have influenced a key shift in the art movement.</p> <p>Create original works of art inspired by influential artists throughout history <b>(Creativity and Innovation)</b>.</p>	 <p>Pointillism</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p>	<p>April-May (7-8 Class Periods)</p>

			 <p>Georgia O'Keefe flower drawing</p> <p>Group activity- each group is given a different style and work together to make a large artwork in that style <b>(Communication and Collaboration)</b></p> <p>Class discussions on famous artwork, talk about the meaning behind the art and why the artist did what they did. <b>(Critical Thinking and Problem Solving)</b></p>	<p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses.</p> <p>Student Self/Peer/Small Group Critique</p>	
--	--	--	--	---	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	<p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>
Integration of Technology	<p><b>NJSLS 8.1 Educational Technology</b></p> <p>Use of internet/smartboard to display/discuss images.</p> <p>Youtube videos for demonstrations/songs/stories to introduce projects or form connections.</p>
Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p> <p>Library Books to introduce or enhance concepts.</p> <p>Dropping in on series DVDs, Youtube on famous artists</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p> <p><b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.</p> <p><b>Modification for Gifted students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.</p>

<b>Subject Area: <u>ART</u></b>	
Grade Level: 3rd Grade	<b>Brief Summary of Unit:</b> Aesthetic Responses and Critique Methodologies
Possible artists to introduce: Peers, other students in the school, various famous or upcoming artists	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
--------------------------	------------------	-----------------------	-----------------------------	------------------------------	---------------------



<p>Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. <b>(Global Awareness)</b>.</p> <p>Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>Prepare and present artwork safely and effectively.</p> <p>Communicate how art is used to inform others about global issues, including climate change.</p>	<p>1.5.5.Cr2c</p> <p>1.5.5.Cr3a</p> <p>1.5.5.Pr5a</p> <p>1.5.5.Cn11b</p>	<p>Talk effectively about art and works of art using the proper terminology.</p> <p>Describe characteristics and observations such as portraits, still life drawings, landscapes, non-objective, abstract, and realistic works.</p> <p>Offer reasons to support general statements about art. <b>(Life and Career Skills)</b></p> <p>Assess the structure of the artwork and assess effectiveness of the artist's use of principles of design to achieve the intent of the artwork.</p>	<p>Students fill their portfolios with their artwork throughout the year.</p> <p><b>(All the below involve Critical Thinking and Problem Solving)</b></p> <p>Students complete an activity to self-critique their work, such as</p> <ul style="list-style-type: none"> <li>-placing icons next to each work of art symbolizing their favorite, least favorite, one they would sell, one they wish could be famous</li> <li>-Filling out a self critique form</li> </ul> <p>Students critique other students' artwork in various ways, such as:</p> <ul style="list-style-type: none"> <li>-Putting dollars next to the artworks of classmates they would buy and why</li> </ul> <p><b>(Financial, Business, Economic and Entrepreneurial Literacy)</b></p> <ul style="list-style-type: none"> <li>-Writing comments on sticky notes and posting them on peers' artwork</li> <li>-Picking and answering questions with a partner or group</li> <li>-Showing student artwork on the Smartboard and having the class discuss</li> </ul> <p><b>(Communication and Collaboration).</b></p>	<p>Student participation / responses.</p> <p>Student Self/Peer/Small Group Critique</p> <p>Written self or peer evaluations.</p>	<p>June (2-3 Class Periods)</p>
---	--	---	---	--	---------------------------------



			<p>-Students discuss teacher artwork as a class.</p> <p>Students discuss famous artwork as a class.</p> <p>-Students compare and contrast famous artwork and critique each.</p>		
--	--	--	---	--	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>LA.3.W.3.1</b> 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections.
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books to introduce or enhance concepts. Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted Students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

<b>Subject Area: <u>ART</u></b>	
Grade Level: 4th Grade	<b>Brief Summary of Unit:</b> Creative Process- Understanding the elements of art and principles of design in artwork. Employ those same elements of art and principles of design to original artwork.
Possible artists to introduce: Pablo Picasso, Edvard Munch, Wassily Kandinsky, Georges Seurat, Leonardo Da Vinci	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>1.5.5.Cr2a</p> <p>1.5.5.Cr2b</p>	<p>Compare and contrast the use of contour lines and use outline in the creation of original artwork. <b>(Creativity and Innovation)</b></p> <p>Differentiate ways warm and cool colors exist in everyday life <b>(Global Awareness)</b> and artwork from various cultures and mediums and use them in the creation of artwork.</p> <p>Recognize a range of values within the color spectrum and artwork and experiment with ranges of value in original artwork <b>(Information Literacy)</b>.</p> <p>Observe tactile texture found in nature <b>(Global Awareness)</b> and apply</p>	<p>Cubist Self-Portrait or Dream Pet Portrait</p>  <p>Warm and Cool Color Landscapes</p> 	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p>	<p>Sept-Dec (15-16 Class Periods)</p>

		<p>art materials to create a texture.</p> <p>Characterize the use of geometric and organic forms in 3D works of art that are evident in everyday life. Create original artwork utilizing geometric and organic form as the primary element of art (<b>Critical Thinking and Problem Solving</b>).</p> <p>Survey and experiment with ways to draw and sculpt the human body.</p> <p>Recognize emphasis (center of interest) in artwork, create works of art using emphasis as the primary inspiration (<b>Creativity and Innovation</b>).</p>	 <p>Value City</p>  <p>Tissue paper and mod podge maps (have students create mountain/water texture in the map with the tissue paper)- Can connect to what they are learning in social studies</p> <p>Pinch Pot Animals- Geometric and Organic Form</p>	<p>Student participation /responses during class discussions.</p> <p>Student Self/Peer/Small Group Critique (<b>Communication and Collaboration, Life and Career Skills</b>).</p>	
--	--	--	---	---	--

			 <p>Emphasis Landscapes</p> 		
--	--	--	--	--	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>MA.4.4.G.A.1</b> <b>MA.4.4.G.A.3</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections. Document Camera for teacher/student demonstrations and sharing



Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p> <p>Library Books to introduce or enhance concepts.</p> <p>Dropping in on series DVDs, Youtube on famous artists</p>
Integrated Accommodations and Modifications	<p><b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed.</p> <p><b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures.</p> <p><b>Modification for Gifted Students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art, have them assist or give feedback to peers.</p>

<b>Subject Area:</b> <u>ART</u>	
Grade Level: 4th Grade	<b>Brief Summary of Unit:</b> Performing- Students learn and demonstrate artwork styles from various time periods, work in

Possible artists to introduce: Variety of artists from a variety of cultural and historical eras.	groups to portray art from a chosen time period and style and explain its importance.
---	---

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>	<p><b>1.5.5.Cn10a</b></p> <p><b>1.5.5.Cr3a</b></p>	<p>Work collaboratively to create a 3D sculpture using selected materials to showcase the use of space, color, shape and value <b>(Creativity and Innovation, Communication and Collaboration).</b></p> <p>Examine various styles and genres of art and identify characteristics from a variety of cultural and historic eras (fauvism, impressionism, folk art, etc) <b>(Critical Thinking and Problem Solving).</b></p> <p>Collaborate with a group to create an exhibition of artworks of a common theme <b>(Financial, Economic,</b></p>	<p>Create a sculpture using various materials.</p> <p>Create a painting or drawing that reflects an understanding of the basic compositional approach of a particular genre.</p> <p>Work with a group to organize images into genres based on observation of the similarities and differences in the artworks <b>(Life and Career Skills).</b></p> <p>Work with a group to create an exhibition showcasing a chosen particular art style.</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation /responses during class discussions <b>(Communication and Collaboration).</b></p>	<p>Jan (3-4 Class Periods)</p>



		<b>Business, and Entrepreneurial Literacy).</b>		Student Self/Peer/Small Group Critique	
--	--	---	--	--	--



**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.  6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections. Document Camera for teacher/student demonstrations and sharing
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books to introduce or enhance concepts. Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted Students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

**Subject Area:** ART

Grade Level: 4th Grade	<b>Brief Summary of Unit:</b> Performing- Students create artwork individually and collaboratively using symbols in art history as inspiration.
Possible artists to introduce: Prehistoric Cave art, Egyptian Art, Hammurabi, Greek and Medieval Artists and/or art styles.	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>Communicate how art is used to inform others about global issues, including climate change.</p>	<p><b>1.5.5.Re9a</b></p> <p><b>1.5.5.Cn10a</b></p> <p><b>1.5.5.Cn11b</b></p>	<p>Use elements and principles of art to create 2D artwork that incorporates symbols and themes depicted in works of art throughout time (ex: prehistoric, egyptian, early American). <b>(Creativity and Innovation, Information Literacy)</b></p> <p>Use elements and principles to create 3D artwork that incorporates symbols and themes depicted in works of art (masks, statues, pottery, furniture) throughout the ages. <b>(Critical Thinking and Problem Solving)</b></p>	<p>Prehistoric Statue Sculpture or cave art painting (could be collaborative).</p>  <p>Symbolic Egyptian wall painting or sarcophagus</p>  <p>Ceramic Greek Vase using red clay or papier mache</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation /responses during class discussions.</p> <p>Student Self/Peer/Small</p>	<p>Feb-Mar (7-8 Class Periods)</p>

			 <p>Medieval Gold Leaf Quote or Family Shield</p> 	Group Critique <b>Life and Career Skills</b> ).	
--	--	--	---	---	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

	6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections. Document Camera for teacher/student demonstrations and sharing
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books to introduce or enhance concepts. Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted Students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.

<b>Subject Area:</b> <u>ART</u>	
Grade Level: 4th Grade	<b>Brief Summary of Unit:</b> History of the Arts and Culture

Possible artists to introduce: Picasso, Dali, Grandma Moses, Monet, Cassatt, Rousseau	
---	--

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p><b>1.5.5.Cn11a</b></p> <p><b>1.5.5.Re8a</b></p>	<p>Contribute to a discussion about who artists are, what they do, how they create art and how what they create is a reflection of societal beliefs (<b>Life and Career Skills</b>).</p> <p>Chart how prominent artists influenced art making within their own circles and across history (ex. Picasso and Cubism, Duchamp and Dada, Dali and Surrealism etc.) and emulate their stylistic influences to create personal works of art.</p> <p>Identify distinguishing characteristics of various genres of art. Examine artists' use of elements of art and principles of design. Use exemplary works by artists associated with various genres</p>	<p>Class Activity- hand out images of various styles of art and their style names. Give hints to each class and have each group match the style of art to the image or images (<b>Critical Thinking and Problem Solving</b>).</p> <p>Look at a particular artist and how they contributed to the art world and world in general and create an original work of art inspired by that artist (<b>Creativity and Innovation</b>).</p> <p>Present art projects to class or peers and explain the inspiration for the idea (<b>Communication and Collaboration, Financial, Economic, Business, and Entrepreneurial Literacy</b>).</p>	<p>Have students create two- and three-dimensional works of art exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>Completed project based on completion rubric.</p> <p>Evaluate the following components: project completion, following directions, concept, creativity, craftsmanship.</p> <p>Student participation / responses during class discussions (<b>Communication and Collaboration</b>) .</p> <p>Student Self/Peer/Small</p>	<p>April-May (7-8 Class Periods)</p>

		and historical eras as inspiration for the creation of original works of art.		Group Critique <b>(Communication and Collaboration)</b>	
--	--	---	--	--	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections. Document Camera for teacher/student demonstrations and sharing
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books to introduce or enhance concepts. Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted Students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other aspects of the main idea.

**Subject Area: ART**



Grade Level: 4th Grade	<b>Brief Summary of Unit:</b> Aesthetic Responses and Critique Methodologies- Responding to famous art, teacher art, student art
Possible artists to introduce: Peers, teachers, other students in the school, various famous or upcoming artists	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p> <p>Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>Speculate about artistic processes. Interpret and compare works of art and other responses.</p>	<p><b>1.5.5.Pr6a</b></p> <p><b>1.5.5.Cr3a</b></p> <p><b>1.5.5.Re7a</b></p>	<p>Identify and communicate the purposes of art (record, create, design), genres (landscape, portrait, still life, non-objective vs abstract), media, and themes (nature, beauty, history, culture) used in works of art.</p> <p>Recognize elements and principles used in artwork.</p> <p>Communicate ideas which reflect on the meaning of the work as well as the beauty found within the work inspired by the artist's imagination and the cultural or historical frame of reference.</p>	<p>Sticky note critique on art in the hallway from other grades (<b>Information Literacy</b>).</p> <p>Students fill their portfolios with their artwork throughout the year, and give feedback, either written or oral, to themselves, their peers, and their teacher.</p> <p><b>(All the below involve Critical Thinking and Problem Solving)</b></p> <p>Students complete an activity to self-critique their work, such as</p> <ul style="list-style-type: none"> <li>-placing icons next to each work of art symbolizing their favorite, least favorite, one they would sell, one they wish could be famous</li> <li>-Filling out a self critique form</li> </ul>	<p>Student participation / responses during discussions.</p> <p>Student Self/Peer/Small Group Critique</p> <p>Written self or peer evaluations/rubrics (<b>Communication and Collaboration</b>).</p>	<p>June (2-3 Class Periods)</p>

		<p>Use rubrics/checklists to describe the proficiency of the artist's work (<b>Life and Career Skills</b>).</p>	<p>Students critique other students' artwork in various ways, such as:</p> <ul style="list-style-type: none"><li>-Putting dollars next to the artworks of classmates they would buy and why (<b>Financial, Business, Economic and Entrepreneurial Literacy</b>)</li><li>-Writing comments on sticky notes and posting them on peers' artwork of their own grade or another grade.</li><li>-Picking and answering questions with a partner or group</li><li>-Showing student artwork on the Smartboard and having the class discuss (<b>Communication and Collaboration</b>).</li></ul> <p>-Students discuss teacher artwork as a class. Option: Have OTHER TEACHERS write hints about the type of art they made and have images of their artwork. Students try to match which teacher created which work, and then write critiques for the teachers' artwork.</p> <p>Students discuss famous artwork as a class.</p> <ul style="list-style-type: none"><li>-Students compare and contrast famous artwork and critique each.</li></ul>		
--	--	---	---	--	--

--	--	--	--	--	--

**Integrated Components**

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<b>LA.W.4.2.D</b> <b>LA.W.4.2.E</b> <b>LA.SL.4.1.B</b> <b>LA.SL.4.1.C</b> <b>LA.SL.4.1.D</b>  <b>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</b>
Integration of Technology	<b>NJSLS 8.1 Educational Technology</b> Use of internet/smartboard to display/discuss images. Youtube videos for demonstrations/songs/stories to introduce projects or form connections. Document Camera for teacher/student demonstrations and sharing
Resources	For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks Library Books to introduce or enhance concepts. Dropping in on series DVDs, Youtube on famous artists
Integrated Accommodations and Modifications	<b>Modifications for Special Ed./504 students</b> Refer to IEP. Provide auditory and visual directions. Show samples and technique demonstrations. Break down instructions into smaller segments. Prepare materials partially completed. Give alternate assessments or assignments where needed. <b>Modification for EL</b> - use of peers to assist with directions and questioning. Use knowledge of Spanish to ask questions and give simple commands during work time. Provide visuals of directions and procedures. <b>Modification for Gifted Students</b> – If they finish early, provide opportunities to add more ideas or materials to project, do additional/extension projects, such as a drawing or painting that focuses on other areas of the elements of art.