



## Califon Public School Curriculum

<b>Subject: Art</b>	<b>Grade: 6</b>	<b>Unit #: 1</b>	<b>Pacing: 40 weeks</b>
<b>Unit Title: Creating; Methods and Materials</b>			

### OVERVIEW OF UNIT:

**This unit is about various materials and techniques used in art making. Students will create new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives. Projects will reflect areas of study in ELA, Social Studies, and Science.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and</li> </ul>	<ul style="list-style-type: none"> <li>● What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists</li> </ul>

responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

determine what resources and criteria are needed to formulate artistic investigations?

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

## Objectives

- Drawing & Design
  - Students will learn and apply basic drawing skills and techniques.
  - Students will learn how to use a variety of drawing and coloring tools and materials.
  - Students will understand and apply the elements of art and the principles of design to drawings/designs
- Painting & Printing
  - Students will learn and apply basic painting and printing skills along with techniques.
  - Students will learn how to use a variety of painting and printing tools and materials.
  - Students will understand and apply the elements of art and the principles of design to paintings and prints.
  - Students will learn the basics of color theory.
- 3-D/Sculpture
  - Students will learn and apply basic 3-D sculpture assembling skills and techniques.
  - Students will learn how to use a variety of 3-D tools and materials.
  - Students will understand and apply the elements of art and the principles of design to 3-D sculptures.
- Compose Artworks

Students will understand how to follow and apply multiple step directions in creating 2-D and 3-D artworks.  
There will be an ongoing use of the basic elements of art and principles of design displayed in the student's projects.  
Students will explore the use of different media and techniques in the creation of various artworks.  
Students will create art in response to selected themes.

#### Assessment

##### **Formative Assessment:**

- Class discussions
- Project
- Teacher-Student Conferences

##### **Summative Assessment:**

- Performance Task
- Project

##### **Benchmark:**

- Unit Benchmark Assessment

##### **Alternative:**

- Performance Task
- Modified Projects (independently developed by teacher)

#### Key Vocabulary

- Explore
- Investigate
- Reflect
- Refine
- Continue
- Media
- Organic
- Geometric
- Movement
- Center of interest

- Collage
- Content
- background/middle ground/foreground
- focal point
- positive/negative
- line-rhythm, movement, variations
- 3D Sculpture
- Textiles
- color theory
- monochromatic
- cool and warm colors

#### Resources & Materials

- Timeline
- Museum and gallery websites
- Reproductions
- Online resources
- SMARTBoard
- Teacher-made resources

#### Technology Infusion

##### **Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

##### **Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

<b>Activities:</b>	
<ul style="list-style-type: none"> <li>● Web based activities</li> <li>● Online presentation examples</li> <li>● Projects</li> <li>● Research</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

Interdisciplinary Integration	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>● Class Discussion</li> <li>● Projects</li> <li>● Written Reflections</li> </ul>	
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>● Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>● Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>● US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>● Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>● NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>● PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>● STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>● <a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>● Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>● International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### 21<sup>st</sup> Century Life Skills Standards

**Activities**

- Collaboration
- Projects
- Class Discussion

Standard #	Student Learning Objectives
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CI.2:	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.

### Careers

**Activities:**

- Class Discussions
- Projects
- Research

CRP #	Practice
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

### Standards

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

1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student’s IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified:</li> </ul>

<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			<p>student-centered learning, independence, openness, complexity, groups varied</p> <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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## Califon Public School Curriculum

<b>Subject: Art</b>	<b>Grade: 6</b>	<b>Unit #: 2</b>	<b>Pacing: 40 weeks</b>
<b>Unit Title: Presenting: Art Preservation</b>			

### OVERVIEW OF UNIT:

**To become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others. This unit is about how artists arrange the layout of their work based on personal decisions and cultural influences. Students will learn how artwork gets picked for presentation in places like museums, galleries, and art collections, and how to create a display of artwork to fit within a diagram of an exhibition space.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li> <li>● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>● Objects, artifacts and artworks collected, preserved, or</li> </ul>	<ul style="list-style-type: none"> <li>● How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?</li> <li>● What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are</li> </ul>

presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

considered when selecting work for presentation, a portfolio, or a collection?

- What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

## Objectives

### Art Displays

- Students will learn how to apply basic framing techniques to their artworks, which will be displayed throughout the school year.
- Students will talk about all types of artwork.
- Students will learn how to create a portfolio

## Assessment

### Formative Assessment:

- Class discussions
- Project
- Teacher-Student Conferences

### Summative Assessment:

- Performance Task
- Project

### Benchmark:

- Unit Benchmark Assessment

### Alternative:

- Performance Task
- Modified Projects (independently developed by teacher)

## Key Vocabulary

- Analyze
- Select
- Share
- Museum
- Gallery
- Two-dimensional
- Three-dimensional
- Curator
- Portfolio

#### Resources & Materials

- Museum and gallery websites
- Timeline
- Reproductions
- Online Resources
- SMARTBoard
- Teacher-made resources

#### Technology Infusion

##### **Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

##### **Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

##### **Activities:**

- Web based activities
- Online presentation examples

<ul style="list-style-type: none"> <li>• Projects</li> <li>• Research</li> </ul>	
Standard	Standard Description
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

Interdisciplinary Integration	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Writing activities related to art exhibitions.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>• Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>• US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>• Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>• NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>• PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>• STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>• <a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>• Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>• International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21 <sup>st</sup> Century Life Skills Standards	
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Projects</li> </ul>	

<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>	
Standard #	Student Learning Objectives
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CI.2:	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.

Careers	
<b>Activities:</b> <ul style="list-style-type: none"> <li>Class Discussions</li> <li>Projects</li> <li>Research</li> </ul>	
CRP #	Practice
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Standards	
Standard #	Standard Description
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment

<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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## Califon Public School Curriculum

<b>Subject: Art</b>	<b>Grade: 6</b>	<b>Unit #: 3</b>	<b>Pacing: 40 weeks</b>
<b>Unit Title: Responding/ Art Appreciation and Critique</b>			

### OVERVIEW OF UNIT:

**The medium of art allows an artist to show expression. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, and possibilities. In this unit, students will explore ways in which art influences our response to the world and ways to develop critique using appropriate art terminology.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</li> <li>● People gain insights into meanings of artworks by engaging in the process of art criticism.</li> </ul>	<ul style="list-style-type: none"> <li>● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</li> <li>● What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing</li> </ul>

<ul style="list-style-type: none"> <li>● People evaluate art based on various criteria.</li> </ul>	<p>and using visual art vocabulary help us understand and interpret works of art?</p> <ul style="list-style-type: none"> <li>● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> </ul>
Objectives	
<ul style="list-style-type: none"> <li>● Students will discover that art is all around us.</li> <li>● Students will develop respect for their work and others.</li> <li>● Students will develop personal feelings and opinions about various artworks.</li> <li>● Students will critique artwork through the use of the elements of art and principles of design in student and famous artworks.</li> <li>● Students will develop use of artistic vocabulary in relation to the world around them and when expressing one's opinion about art.</li> <li>● Students will distinguish the subject matter and/or theme of a piece of art.</li> <li>● Students will realize and appreciate the value of critique.</li> </ul>	
Assessment	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Project</li> <li>● Teacher-Student Conferences</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Performance Task</li> <li>● Project</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>● Unit Benchmark Assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Performance Task</li> <li>● Modified Projects (independently developed by teacher)</li> </ul>	
Key Vocabulary	



- Perceive
- Interpret
- Analyze
- Portfolio
- Critique
- Art elements
- Symmetrical
- Asymmetrical
- Shape
- Form
- Proportion
- Objective
- Subjective
- Criteria
- Context
- Theme

#### Resources & Materials

- Museum and gallery websites
- Timeline
- Reproductions
- Online Resources
- SMARTBoard
- Teacher-made resources

#### Technology Infusion

##### Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

<b>Student Technology:</b>	
<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Chromebooks</li> <li>● Internet Sources</li> <li>● Google Apps for Education</li> </ul>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>● Projects</li> <li>● Google Docs: Written Critique</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

Interdisciplinary Integration	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>● Written Activities; Critiques</li> </ul>	
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>● Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>● Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>● US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>● Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>● NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>● PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>● STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>● <a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>● Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>● International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>21<sup>st</sup> Century Life Skills Standards</b>
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<b>Activities</b>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Projects</li> <li>● Class Discussion</li> </ul>
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Standard #	Student Learning Objectives
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9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CI.2:	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.

<b>Careers</b>
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<b>Activities:</b>	<ul style="list-style-type: none"> <li>● Class Discussions</li> <li>● Projects</li> <li>● Research</li> </ul>
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CRP #	Practice
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

<b>Standards</b>
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Standard #	Standard Description
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1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			<ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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## Califon Public School Curriculum

<b>Subject: Art</b>	<b>Grade: 6</b>	<b>Unit #: 4</b>	<b>Pacing: 40 weeks</b>
<b>Unit Title: Connecting/Art History and World Art</b>			

### **OVERVIEW OF UNIT:**

**This unit is about the natural, cultural, historical, political, and scientific influences on art. The arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and mechanism for problem solving universal, global issues including climate change. Students will create art projects based on techniques and influences of historical and cultural works of art.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> <li>● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>	<ul style="list-style-type: none"> <li>● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> </ul>

- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

### Objectives

#### Art History/Culture

- Students will communicate and respond to various works of art from different cultures and time periods.
- Students will create art based on different cultures/time periods.
- Students will be able to identify, recognize and describe characteristics of art from different world cultures and historical periods.
- Students will be able to identify the community and family as a theme used to create art.
- Students will examine the relationship between art and the society from which it comes..

### Assessment

#### Formative Assessment:

- Class discussions
- Project
- Teacher-Student Conferences

#### Summative Assessment:

- Performance Task
- Project

#### Benchmark:

- Unit Benchmark Assessment

#### Alternative:

- Performance Task
- Modified Projects (independently developed by teacher)

### Key Vocabulary

- Synthesize
- Relate

### Resources & Materials

- Textbook-
- SMARTBoard
- Teacher-made resources

### Technology Infusion

#### Teacher Technology:

- Chromebook
- Online resources
- Google Docs
- Google Slides

#### Student Technology:

- Online resources
- Chromebook
- Google Docs
- Google Slides

#### Activities:

- Viewing artwork examples online
- Teacher presentation utilizing Google Slides
- Classwork using Google Docs
- Student Presentation utilizing Google Slides

Standard	Standard Description
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

### Interdisciplinary Integration

#### Activities:

- Projects



- Research
- Mapping
- Class Discussions

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

- Class Discussion
- Student research
- Oral and Written response to works of art

Standard	Standard Description
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.

Careers	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Projects</li> </ul>	
Standard	Standard Description
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Standards	
Standard #	Standard Description
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Modify or reduce assignments/tasks</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one-to-one time</li> </ul>	<ul style="list-style-type: none"> <li>• Provide text-to-speech</li> <li>• Use of translation dictionary or software</li> <li>• Provide graphic organizers</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>• Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered interventions following RTI framework</li> <li>• Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>• Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Utilize project-based learning for greater depth of knowledge</li> <li>• Utilize exploratory connections to higher grade concepts</li> <li>• Contents should be modified: real world</li> </ul>

<ul style="list-style-type: none"><li>● Prioritize tasks</li><li>● Use graphic organizers</li><li>● Use online resources for skill building</li><li>● Provide teacher notes</li><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			<p>problems, audiences, deadlines, evaluations, transformations</p> <ul style="list-style-type: none"><li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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