

**Califon Public School
Curriculum**

Subject: Art	Grade: 6th	Unit #: 1	Pacing: 40 weeks
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Unit Title: Creating: Methods & Materials**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.

Big Ideas

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places, and designs 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.

Essential Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities?
- 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
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

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

Activities:

- Web-based activities

• Online presentation examples • Projects • Research	
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:

- Class Discussion
- Projects
- Written Reflections

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 Educator 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
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.

21st 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

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.2.8.Cr.1a	Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
1.2.8.Cr.1b	Organize and design artistic ideas for media arts productions.
1.2.8.Cr.1c	Critique plans, prototypes, and production processes considering purposeful and expressive intent.
1.2.8.Cr.2a	Organize and design artistic ideas for media arts productions.
1.2.8.Cr.2b	Critique plans, prototypes, and production processes considering purposeful and expressive intent.
1.2.8.Cr.3a	Experiment with and implement multiple approaches that integrate content and stylistic conventions.
1.2.8.Cr.3b	Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
1.2.8.Cr.3c	Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
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.
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Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	
Enrichment	
• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher-grade concepts	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Art	Grade: 6th	Unit #: 2	Pacing: 40 weeks
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Unit Title: Presenting: Art Preservation

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.

Big Ideas

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experience,s resulting in the cultivating of appreciation and understanding.

Essential Questions

- 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, artifact,s and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifact,s 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
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

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

Activities:

- Web-based activities
- Online presentation examples
- Projects
- Research

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:

- Writing activities related to art exhibitions.

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 Educator 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
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.

21st 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	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.2.8.Pr.4a	Experiment with and integrate multiple forms, approaches and content to coordinate, produce, and implement media artworks that convey purpose and meaning (e.g. narratives, video games, interdisciplinary projects, multimedia theatre).
1.2.8.Pr.5a	Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g. self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
1.2.8.Pr.5b	Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
1.2.8.Pr.5c	Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
1.2.8.Pr.6a	Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
1.2.8.Pr.6b	Analyze benefits and impacts from presenting media artworks.
1.5.8.Pr.4a	Investigate and analyze ways artwork is presented, preserved and experienced, including the use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr.5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr.6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes

- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Art	Grade: 6th	Unit #: 3	Pacing: 40 weeks
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Unit Title: Responding: Art Appreciation & Critique

OVERVIEW OF UNIT:

The medium of art allows an artist to express themselves. 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.

Big Ideas

- 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 influence understanding of and responses to the world.
- People gain insights into the meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

Essential Questions

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does one determine the criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

Objectives

- Students will discover that art is all around us.
- Students will develop respect for their work and others.
- Students will develop personal feelings and opinions about various artworks.
- Students will critique artwork through the use of the elements of art and principles of design in student and famous artworks.

- Students will develop the use of artistic vocabulary in relation to the world around them and when expressing their opinion about art.
- Students will distinguish the subject matter and/or theme of a piece of art.
- Students will realize and appreciate the value of critique.

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

- 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
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

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

Activities:

- Projects
- Google Docs: Written Critique

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:

- Written Activities, Critiques

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>
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21st Century Life Skills Standards

Activities:

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Standard	Student Learning Objectives
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9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

Careers	
Activities: • Class Discussions • Projects • Research	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.2.8.Re.7a	Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
1.2.8.Re.7b	Compare, contrast, and analyze how various forms, methods, and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
1.2.8.Re.8a	Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
1.2.8.Re.9a	Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
1.5.8.Re.7a	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.Re.7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re.8a	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.Re.9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Differentiation
Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
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- Prioritize tasks
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Art	Grade: 6th	Unit #: 4	Pacing: 40 weeks
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Unit Title: Connecting: Art History & World Art

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.

Big Ideas

- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Essential Questions

- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places and cultures?
- How is art used to impact the views of a society? How does art preserve aspects of life?

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

Benchmark:

- Unit Benchmark Assessment

• Project • Teacher-Student Conferences	Alternative: • Performance Task • Modified Projects (independently developed by teacher)
Summative Assessment: • Performance Task • Project	

Key Vocabulary
• Synthesize • Relate

Resources & Materials
• Textbook • Promethean Board • 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 Educator 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
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
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

Activities:

- Class Discussions
- Projects
- Research

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.2.8.Cn.10a	Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.
1.2.8.Cn.10b	Explain and demonstrate how media artworks expand meaning, and knowledge and create cultural experiences, such as local and global events.
1.2.8.Cn.11a	Access, evaluate, and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
1.2.8.Cn.11b	Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics media literacy).
1.5.8.Cn.10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn.11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn.11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources