



Grade 6

Visual Arts Curriculum

With Media Integration

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

Grade 6 Visual Performing Arts Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Tara Schlessinger, Art Teacher

Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District Visual Arts Curriculum Grade 6

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we strive to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Through our visual art classes, all students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Language taken from 2020 New Jersey Student Learning Standards – Visual and Performing Arts Introduction

As we developed this curriculum, we identified authentic ways to infuse media arts into lessons to foster new modes and processes of creative thinking through the inclusion of the digital and virtual worlds, an area many of our students have experience with outside of the classroom. By integrating media into our art program, we hope to increase the connection between in-school and out-of-school learning and provide opportunities for students to integrate digital technologies with traditional forms of artistic expression. We have developed one unit where the media expectations take the forefront and drive student learning. Unit 6 is built upon deep exploration of photography for our sixth grade students through the media lens.

Visual and Performing Arts

1.5 VISUAL ARTS with 1.2 MEDIA ARTS

By the end of Grade 8

In the columns below, enter what you would expect students in Grade 6 to be able to do to meet this standard by the end of Grade 8.

Grade 6 Art Curriculum Scope and Sequence			
Month(s)	Unit Topic(s)	Unit Overview	Anchor Standards
September	<u>Unit 1 - Dreams What is art?</u>	Through a basic understanding of elements of design, students will combine various mediums to produce art that reflect their dreams and imagination. They will develop creative thinking skills, create art, follow basic procedures in the art room and and learn to respect artist's tools	Artistic Process: Presenting <ul style="list-style-type: none"> ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
October	<u>Unit 2 - Art in Literature</u>	Understand that art can tell a story. Combine visual literacy and various mediums, communicate ideas. Critical thinking. Understand that artists create art to express emotions	Artistic Process: Responding <ul style="list-style-type: none"> ● Anchor Standard 7: Perceiving and analyzing products. ● Anchor Standard 8: Interpreting intent and meaning. ● Anchor Standard 9: Applying criteria to evaluate products. Media Arts: Artistic Process: Creating <ul style="list-style-type: none"> ● Anchor Standard 1: Generating and conceptualizing ideas. Artistic Process: Responding <ul style="list-style-type: none"> ● Anchor Standard 8: Interpreting intent and meaning.

<p>November December</p>	<p><u>Unit 3 - Identity/Culture</u></p>	<p>Express interests, values, beliefs. Understand that artists create differently and viewers perceive their work differently Develop Self Esteem</p>	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> Anchor Standard 1: Generating and conceptualizing ideas. <p>Artistic Process: Connecting</p> <ul style="list-style-type: none"> Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. <p>Media Arts:</p> <p>Artistic Process: Creating</p> <ul style="list-style-type: none"> Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. <p>Artistic Process: Connecting</p> <ul style="list-style-type: none"> Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
<p>January February</p>	<p><u>Unit 4 - Around the World</u></p>	<p>Students will learn a broad spectrum of art from different time periods and civilizations around the world and how they influence our approach to art and design today. Learn and respect values, attitudes, and beliefs of our culturally diverse world. Produce art that reflects world cultures, history and social issues Appreciate diverse cultures, skills and processes from all over Understanding the lives of people of different times, places and cultures</p>	<p>Artistic Process: Creating</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> Anchor Standard 7: Perceiving and analyzing products. <p>Media Arts:</p> <p>Artistic Process: Creating</p> <ul style="list-style-type: none"> Anchor Standard 2: Organizing and developing ideas. <p>Artistic Process: Presenting</p>

		through analysis of art. Through artmaking, making meaning of the world around us.	<ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing and interpreting work. ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products
March	<u>Unit 5 - Love</u>	Express feelings through artmaking and making meaning of the world around us.	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 3: Refining and completing products. <p>Media Arts:</p> <p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 3: Refining and completing products.
April	<u>Unit 6- Looking at the Environment through the Lens of Media</u>	Appreciating the natural world around us and responding via photography to its wonders. Using everyday objects to create unusual environments. This unit has the media performance expectations driving the learning for students and is found in our separate 6th grade media document.	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 1: Generating and conceptualizing ideas. ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. <p>Artistic Process: Producing</p> <ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing and interpreting work. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> ● Anchor Standard 7: Perceiving and analyzing products.

<p>May</p>	<p><u>Unit 7 - Museums/Becoming a Curator</u></p>	<p>Students will be involved in the method of oral and written critique through description, analysis and interpretation of their own work, that of peers and famous works of art and design. They will be able to describe, analyze, interpret and respond to visual art around them. They will be able to describe a subject matter in a work of art, use describe how a work makes you feel, self reflect, recognize the elements of design in the work</p>	<p>Artistic Process: Presenting</p> <ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing and interpreting work. ● Anchor Standard 6: Conveying meaning through art. <p>Media Arts:</p> <p>Artistic Process: Presenting</p> <ul style="list-style-type: none"> ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. ● Anchor Standard 6: Conveying meaning through art.
<p>June</p>	<p><u>Unit 8 - Future</u></p>	<p>Creating ideas from imagination.</p>	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 1: Generating and conceptualizing ideas. <p>Artistic Process: Presenting</p> <ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing and interpreting work. <p>Artistic Process: Connecting</p> <ul style="list-style-type: none"> ● Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. <p>Media Arts:</p> <p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 3: Refining and completing products.

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific Islander Legislation related activities.

Unit 1 - Dreams	
Performance Expectation(s)	<ul style="list-style-type: none"> ● 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. ● 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
Enduring Understanding(s)	<ul style="list-style-type: none"> ● 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.
Essential Question(s)	<ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation or preservation? ● 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.
Practice(s)	Select
Key Vocabulary	Collaborative, Elements of Art, shape, texture, line, space, value , form, aspiration, Principles of Design, pattern, balance, emphasis, variety, movement, contrast
Student Learning Objectives	<ul style="list-style-type: none"> ● SWBAT individually create a “tag” illustrating one of their dreams to be used in a collaborative piece. ● SWBAT recognize and understand the importance of working collaboratively and discuss personal choices in artmaking ● SWBAT collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. ● SWBAT create apps on a smart phone representing their interests, values, and beliefs. ● SWBAT safely create a pinwheel for peace incorporating the 7 elements of design (evaluative criteria): shape, texture, line, color, space, value and form. ● SWBAT create a pinwheel for peace and explain which principles of design they incorporated (pattern, balance, emphasis, variety, movement and contrast).

Suggested Tasks/Activities	<ul style="list-style-type: none"> ● Introduction to art room procedures and clean up ● Discuss Nick Cave's work and Create Dream "tags" for Nick Cave's inspired 8' board (Follow up to occur in Dec/Jan if needed.) ● Create "smart phone apps representing a dreams, hope or something about yourself using words or images (these hands will be cut out and glued on art journals) ● Pinwheels for Peace incorporating the 7 elements of art and 3-4 principles of design
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Finished tag to be placed on "Dream" ● Smart phone with pictures/icons individual dreams to be later cut out and glued on art journal ● Pinwheel
Resources/Materials	<p>Smart Phone</p> <ul style="list-style-type: none"> ● White paper ● sharpie ● Colored pencils ● Crayons ● Markers ● scissors <p>Nick Cave, Dream</p> <ul style="list-style-type: none"> ● White tags ● Markers <p>Pinwheels for peace</p> <ul style="list-style-type: none"> ● Colored paper

	<ul style="list-style-type: none"> ● Markers ● Scissors ● Pencils ● Pins ● Glue ● tape
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Sept. 21, World Peace Day</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option</p>
Career Readiness Practices	<p>CLKSP1: Act as a responsible and contributing community member and employee.</p> <p>CLKSP4: Demonstrate creativity and innovation.</p> <p>CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP9: Work productively in teams while using cultural/global competence.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</p> <p>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</p> <p>8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one’s learning (Oral, Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Breathing and stretching exercises
 - Counting down from 20 to 1, or 10 to 1
 - Playing soft music

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students helping each other with art-making
 - Collaborative group projects
 - Each student adds ideas to the work
 - Gallery Walks
 - Positive comments for classmates- Two stars and a wish

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Class discussions
 - Allowing students to share thoughts, ideas, and opinions
 - Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
 - Lessons that focus on teamwork and perseverance
 - Use of classroom suggestion box for students to share ideas

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Class discussions
 - Following directions

- Asking questions when needed

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours. ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours ● One on one check-ins

Unit 2 - Art in Literature

<p>Performance Expectation(s)</p>	<ul style="list-style-type: none"> ● 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. <p>Media Arts:</p> <ul style="list-style-type: none"> ● 1.2.8.Cr1a: 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.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. ● Visual arts influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. <p>Media Arts:</p> <ul style="list-style-type: none"> ● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. ● Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. ● Analysis of media artworks provides clues to their expressive intent.

Essential Question(s)	<p>Visual Arts:</p> <ul style="list-style-type: none"> ● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● What can we learn from our responses to art? ● What is visual art? ● Where and how do we encounter visual arts in our world? ● How do visual arts influence our views of the world. What is the value of engaging in the process of art criticism? ● How can the viewer "read" a work of art as text? ● How does knowing and using visual art vocabulary help us understand and interpret works of art? ● How does one determine criteria to evaluate a work of art? ● How and why might criteria vary? ● How is a personal preference different from an evaluation? <p>Media Arts:</p> <ul style="list-style-type: none"> ● How do media artists generate ideas and formulate artistic intent? ● How does collaboration expand and affect the creative process? ● How can creative risks be encouraged? ● How do people relate to and interpret media artworks? ● How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art?
Practice(s)	<p>Visual Arts: Perceive, Interpret, Analyze Media Arts: Conceive, Interpret</p>
Key Vocabulary	Comic, manga, cell, cultural and social context, mood, impression, criteria, evaluate, bias, stereotype, hatching, cross-hatching, stipling, ben-day dots
Student Learning Objectives	<ul style="list-style-type: none"> ● SWBAT Compare and contrast cultural and social contexts in comic books and see how they influence ideas and emotions. ● SWBAT Interpret art by analyzing how the characteristics of form and structure, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. ● SWBAT create their own rubrics for evaluating their comics while understanding, including and explaining the differences between personal and established criteria for evaluating artwork. ● SWBAT to create their own manga style creation ● SWBAT create their own 2-3 celled comic.

	<ul style="list-style-type: none"> SWBAT incorporate many drawing techniques into their comics such as: hatching, cross-hatching, stippling, and shading <p>Media Arts:</p> <ul style="list-style-type: none"> SWBAT create a variety of ideas for media artworks using creative processes such as sketching, brainstorming, and prototyping. SWBAT Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
Suggested Tasks/Activities	<ul style="list-style-type: none"> Characteristics of a comic. Class discussion Examples of different types of comic books on each of 3 tables Characteristics of Manga Step by step drawing of a manga girl Create own comic based on 3 different genres of comics <p>Media Arts</p> <ul style="list-style-type: none"> Use App, GACHA Studio to create character
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Informal class discussion about differences in various types of comic books Step by step drawing of a manga character Sketch ideas in art journal Creation of individual comic character 2-3 cells of a story Gacha created character
Resources/Materials	<p>Manga manga examples</p> <ul style="list-style-type: none"> Teacher made slide show and poster Diary of a Wimpy Kid Comic artist Lawrence Lindell Roy Lichtenstein <p>Art Journal</p> <ul style="list-style-type: none"> Examples of comics Paper Pencil Eraser Sharpie Rulers
Interdisciplinary	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

Connections	<p>with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors</p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
Career Readiness Practices	<p>CLKSP1 Act as a responsible and contributing community members and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p>
Computer Science and Design Thinking	<p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ED.5: Explain the need for optimization in a design process.</p> <p>8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral,Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music

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- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
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 - Class discussions
 - Allowing students to share thoughts, ideas, and opinions
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 - Lessons that focus on teamwork and perseverance
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- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
● Use preferential seating	● Use preferential seating	● Use preferential seating	● Use preferential seating	● Google slide presentations will

<ul style="list-style-type: none"> ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours. ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study ● One on one check-ins 	<ul style="list-style-type: none"> ● be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours ● One on one check-ins
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Unit 3 - Identity and Culture	
Performance Expectation(s)	<ul style="list-style-type: none"> ● 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.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. <p>Media Arts:</p> <ul style="list-style-type: none"> ● 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions ● 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. ● 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of

	<p>media artworks, such as cultural and societal knowledge, research and exemplary works.</p> <ul style="list-style-type: none"> ● 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events ● 1.2.8.Cn11a: 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.Cn11b: 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)
<p>Enduring Understanding(s)</p>	<p>Visual Arts:</p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. <p>Media Arts:</p> <ul style="list-style-type: none"> ● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. ● The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. ● Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences. ● Understanding connections to varied contexts and daily life enhances a media artist's work.
<p>Essential Question(s)</p>	<p>Visual Arts:</p> <ul style="list-style-type: none"> ● What conditions, attitudes and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How does art help us understand the lives of people of different times, places and cultures? ● How is art used to impact the views of a society? ● How does art preserve aspects of life?

	<p>Media Arts:</p> <ul style="list-style-type: none"> • How do media artists generate ideas and formulate artistic intent? • How does collaboration expand and affect the creative process? How can creative risks be encouraged? • How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? • How do media artists improve/refine their work? • How does engaging in creating media artworks enrich people's lives? • How does making media artworks attune people to their surroundings? • How do media artworks contribute to an awareness and understanding of our lives and communities? • 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?
Practice(s)	<p>Visual arts: Explore, Relate Media arts: Conceive, Construct, Synthesize, Relate</p>
Key Vocabulary	<p>Visual Arts: Self portrait, facial proportions, fabric remnant, eye of needle Media Arts: Photopea, Quiver Fashion, merge, alter</p>
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT Conceptualize early stages of the creative process, including applying methods to overcome creative blocks by brainstorming and journaling. • SWBAT take creative risks in their artmaking in traditional and/or new media. • SWBAT analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. <p>Media Arts:</p> <ul style="list-style-type: none"> • SWBAT Organize and design artistic ideas for media arts productions • SWBAT refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. • SWBAT 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. • SWBAT explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events • SWBAT 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). • SWBAT 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)
Suggested	<p>1. Bisa Butler inspired art- designing a shoe using African wax resist patterns</p>

Tasks/Activities	<ul style="list-style-type: none"> ● Shoe templates ● Discussion of Bisa Butler and different patterns ● Possible sewing project ● Felt ● Sketch ● Paint ● Quiver fashion- to design a kimono that <p>2. Background for shoe</p> <ul style="list-style-type: none"> ● Art Journal- brainstorm objects that are important or relevant ● Sketch objects ● Make a print using thin copper plate ● Make a print using the Gelli block <p>3. Collage shoe with print</p> <p>4. Photopea self-portraits</p>
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Discussion during Google Slide show and YouTube video on Bisa Butler and African Wax patterns ● Bisa Butler inspired shoe ● Journal Entry of brainstormed objects ● Sketches of relevant objects ● Copper Plate engraving ● Print ● Photopea self-portrait
Resources/Materials	<p>Bisa Butler inspired piece</p> <ul style="list-style-type: none"> ● Butler Video 1 (short video- importance of interviewing a live artist) ● Bisa Butler 5 min video ● Slide show African Wax Patterns ● Paper ● Shoe templates ● Textures

	<ul style="list-style-type: none"> ● Felt ● Thread ● Needles ● Glue ● Fabric remnants ● Quiver fashion <p>Photopea</p>
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
Career Readiness Practices	<p>CLKSP1 Act as a responsible and contributing community members and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.5: Explain the need for optimization in a design process.</p> <p>8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.</p> <p>8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Breathing and stretching exercises
 - Counting down from 20 to 1, or 10 to 1
 - Playing soft music

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students helping each other with art-making
 - Collaborative group projects
 - Each student adds ideas to the work
 - Gallery Walks
 - Positive comments for classmates- Two stars and a wish

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Class discussions
 - Allowing students to share thoughts, ideas, and opinions
 - Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
 - Lessons that focus on teamwork and perseverance
 - Use of classroom suggestion box for students to share ideas

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Class discussions
 - Following directions

	■ Asking questions when needed			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours. ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours ● One on one check-ins

Unit 4 - Artists from Around the World	
Performance	<ul style="list-style-type: none"> ● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic

<p>Expectation(s)</p>	<p>process</p> <ul style="list-style-type: none"> ● 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. <p>Media Arts:</p> <ul style="list-style-type: none"> ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. ● 1.2.8.Pr4a: 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.Pr5a: 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.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events ● 1.2.8.Cn11a: 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.Cn11b: 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)
<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. ● People create and interact with objects, places and design that define, shape, enhance, and empower their lives. 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.

Essential Question(s)	<ul style="list-style-type: none"> ● 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? ● How do life experiences influence the way you relate to art? ● How does learning about art impact the way we perceive the world? ● Where and how do we encounter visual arts in our world? ● How do visual arts influence our views of the world?
Practice(s)	<p>Visual Arts: Investigate, Perceive Media Arts: Develop, Practice, Integrate, Synthesize, Relate</p>
Key Vocabulary	<p>Visual Arts: Motif, symbolize, plaster, restitution, gold leaf Media Arts: Time lapse video, documentary</p>
Student Learning Objectives	<ul style="list-style-type: none"> ● SWBAT demonstrate persistence and willingness to experiment and take risks during the artistic process. ● SWBAT 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. <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT organize and design artistic ideas for media arts productions. ● SWBAT produce a time-lapse video of them creating a plaster bowl with chinese motifs. ● SWBAT develop and demonstrate a variety of artistic, design, technical, and soft skills through performing various roles in producing time-lapse video. ● SWBAT 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.
Suggested Tasks/Activities	<p>Chinese Plaster bowls</p> <ul style="list-style-type: none"> ● Discussion of asian art motifs (ie: what does a dragon symbolize?) ● Journal sketches ● In pairs plaster ½ a balloon (2 weeks) to form a bowl

	<ul style="list-style-type: none"> ● Individually paint bowl ● Make Time lapse video <p>Klimt inspired tree</p> <ul style="list-style-type: none"> ● Watch video about Woman in gold Woman in Gold brief history ● Klimt's Tree of Life ● Journal sketches of tree of life ● Paint ● Brushes ● 3D objects ● Paint on canvas
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Sketches in art journal of bowl decorated with chinese-inspired motifs (clouds, dragons, etc.) ● Sketches on white paper ● Plaster bowl with chinese motifs ● Time lapse video of bowl creation ● Klimt inspired Tree of Life painting
Resources/Materials	<p>Chinese Plaster bowls</p> <ul style="list-style-type: none"> ● Plaster ● Balloons ● Containers to place balloons ● Water bowls ● Scissors ● Sharpie ● Paint ● Ipad <p>Klimt inspired painting</p> <ul style="list-style-type: none"> ● Canvas ● Gold paint ● Pencil ● Paint ● Beads ● Jewels ● Small print out of face

	<ul style="list-style-type: none"> • NY Times article art restitution- Woman in Gold Painting • Woman in Gold brief history • Klimt's Tree of Life
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>
Career Readiness Practices	<p>CLKSP1 Act as a responsible and contributing community members and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.5: Explain the need for optimization in a design process.</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> • Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral,Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product • Self-Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises

- Counting down from 20 to 1, or 10 to 1
 - Playing soft music
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students helping each other with art-making
 - Collaborative group projects
 - Each student adds ideas to the work
 - Gallery Walks
 - Positive comments for classmates- Two stars and a wish
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Class discussions
 - Allowing students to share thoughts, ideas, and opinions
 - Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
 - Lessons that focus on teamwork and perseverance
 - Use of classroom suggestion box for students to share ideas
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Class discussions
 - Following directions
 - Asking questions when needed

Modifications

English Language	Special Education	At-Risk	Gifted and Talented	504
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Learners				
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours. ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours ● One on one check-ins

Unit 5 - Love	
Performance Expectation(s)	<ul style="list-style-type: none"> ● 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. ● 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. <p>Media Arts:</p>

	<ul style="list-style-type: none"> 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
Enduring Understanding(s)	<ul style="list-style-type: none"> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. <p>Media Arts:</p> <ul style="list-style-type: none"> The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks
Essential Question(s)	<ul style="list-style-type: none"> How does engaging in creating art enrich people's lives? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? 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? <p>Media Arts:</p> <ul style="list-style-type: none"> How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
Practice(s)	<p>Visual Arts: Reflect, Refine, Continue, Synthesize</p> <p>Media Arts: Construct</p>
Key Vocabulary	<p>Visual Arts: Vessel, diameter, slab, greenware, thumbnail sketch, slip, score</p> <p>Media Arts: Alter, Photopea, Photoshop</p>
Student Learning Objectives	<ul style="list-style-type: none"> SWBAT create a ceramic jar with lid that captures their individual love of a favorite thing that positively reflects this moment in their lives. SWBAT use criteria to examine, reflect on and create an artistic statement.

	<p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT experiment with and change look of final sculptural piece by altering image on Photopea
Suggested Tasks/Activities	<ul style="list-style-type: none"> ● 4 thumbnail sketches in art journal of favorite objects ● Demonstration of slab rolling and joining pieces by scoring them using slip ● Students create vessels depicting things they love ● Glaze vessels ● Reflection on project, if they were to do this again, how would they revise and refine project? <p>Media Arts:</p> <ul style="list-style-type: none"> ● Take pictures of final project on ipad and alter (changing color and shape etc.) it on Photopea
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Sketches in art journal ● Finished ceramic vessel depicting students' favorite things ● Reflection in art journal ● JPEGS of altered piece on Photopea
Resources/Materials	<ul style="list-style-type: none"> ● Container to wrap slab around ● Saran wrap to avoid sticking ● Clay ● Carving tools ● Glaze ● Muslin ● Art journal ● Ipad ● Photopea
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of</p>

	discipline-specific tasks, purposes, and audiences.
Career Readiness, Life Literacies and Key Skills	9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
Career Readiness Practices	CLKSP1 Act as a responsible and contributing community members and employee. CLKSP4 Demonstrate creativity and innovation. CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.
Computer Science and Design Thinking	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one’s learning (Oral, Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students helping each other with art-making ■ Collaborative group projects <ul style="list-style-type: none"> ● Each student adds ideas to the work

	<ul style="list-style-type: none"> ■ Gallery Walks <ul style="list-style-type: none"> ● Positive comments for classmates- Two stars and a wish ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussions <ul style="list-style-type: none"> ● Allowing students to share thoughts, ideas, and opinions ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music ■ Lessons that focus on teamwork and perseverance ■ Use of classroom suggestion box for students to share ideas ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Asking questions when needed
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific art vocab in students’ first language ● Use visuals for instruction ● Google slide presentations will 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium.

<p>be available on Google classroom</p> <ul style="list-style-type: none"> ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours. ● One on one check-ins 	<ul style="list-style-type: none"> ● Pair with a gifted student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study ● One on one check-ins 	<ul style="list-style-type: none"> ● Offer extra help hours ● One on one check-ins
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Unit 6 - Looking at the Environment through a Media Lens	
Performance Expectation(s)	<ul style="list-style-type: none"> ● 1.2.8.Cr1a: 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.Cr1b: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts production. ● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. ● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. ● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective. ● 1.2.8.Pr4a: 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).

	<ul style="list-style-type: none"> 1.2.8.Re7b: 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.
Enduring Understanding(s)	<p>Media Arts:</p> <ul style="list-style-type: none"> An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness
Essential Question(s)	<p>Media Arts:</p> <ul style="list-style-type: none"> How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
Practice(s)	<p>Media Arts: Conceive, Develop, Construct, Practice, Perceive</p>
Key Vocabulary	<p>Media Arts: Subject, Perspective, Vanishing Point, Value, Texture, Macro Photography, Orthogonal Lines, Depth of Field, Manipulate</p>
Student Learning Objectives	<p>Media Arts:</p> <ul style="list-style-type: none"> SWBAT apply the 7 elements of photography by manipulating objects to form words. SWBAT view common objects and locations in their environment through multiple perspectives as evidenced by their choices in photos. SWBAT work collaboratively with classmates to engage in discussion around small and large changes in the environment through the use of time-lapse photography.
Suggested Tasks/Activities	<p>Alphabet photo game</p> <ul style="list-style-type: none"> Brainstorming and evaluate responses to determine most creative ideas for which classroom objects form letters Take actual photographs Upload to Google classroom <p>Environment and Change</p> <ul style="list-style-type: none"> In pairs, brainstorm ideas in art journal of environmental change one can see in OPS surroundings

	<ul style="list-style-type: none"> ● Photograph “the change” from multiple perspectives ● Upload to Google classroom for entire class discussion <p>Macro Photography</p> <ul style="list-style-type: none"> ● Brainstorm ideas of natural objects that look completely different depending on perspective ● Take pictures as pairs ● Upload to Google classroom for entire class game of “Guess the Image”.
Evidence of Learning (Assessment)	<p>Alphabet photo Game</p> <ul style="list-style-type: none"> ● Final photograph of letter uploaded to Google Classroom ● Teacher observation of student collaboration <p>Environment and Change</p> <ul style="list-style-type: none"> ● Student reflection of pre and post ideas of environmental change.(Through art journal entries) ● 2 contrasting pictures uploaded on Google Classroom of same subject depicting an environmental/climate change (Before and After) <p>Macro Photography</p> <ul style="list-style-type: none"> ● Teacher observation of student brainstormed ideas. (Looking for multiple ideas) ● Images uploaded to Google Classroom indicating different perspectives.
Resources/Materials	Photography and Environment Slideshow
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option</p>
Career Readiness Practices	<p>CLKSP1 Act as a responsible and contributing community members and employee.</p> <p>CLKSP3 Consider the environmental, social, and economic impacts of decisions.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p>

	CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.
Computer Science and Design Thinking	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one’s learning (Oral,Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students helping each other with art-making ■ Collaborative group projects <ul style="list-style-type: none"> ● Each student adds ideas to the work ■ Google Classroom Virtual Gallery Walk <ul style="list-style-type: none"> ● Positive comments for classmates- Two stars and a wish ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections:

	<ul style="list-style-type: none"> ■ Class discussions <ul style="list-style-type: none"> ● Allowing students to share thoughts, ideas, and opinions ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music ■ Lessons that focus on teamwork and perseverance ■ Use of classroom suggestion box for students to share ideas <ul style="list-style-type: none"> ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Asking questions when needed
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Include simple visuals 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Pair with a student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Offer extra help hours ● One on one check-ins

<ul style="list-style-type: none"> Strategically pair students 	<ul style="list-style-type: none"> Show finished product at a variety of artistic levels. Offer extra help hours. One on one check-ins Strategically pair students 		<ul style="list-style-type: none"> Allow for independent study One on one check-ins 	
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Unit 7 - Museums	
Performance Expectation(s)	<ul style="list-style-type: none"> 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.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. <p>Media Arts:</p> <ul style="list-style-type: none"> 1.2.8.Pr5c: 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.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks. 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
Enduring Understanding(s)	<ul style="list-style-type: none"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. <p>Media Arts:</p> <ul style="list-style-type: none"> Media artists require a range of skills and abilities to creatively solve problems. Media artists present, share and distribute media artworks through various social, cultural and political contexts.
Essential Question(s)	<ul style="list-style-type: none"> What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?

	<ul style="list-style-type: none"> • How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? • 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? <p>Media Arts:</p> <ul style="list-style-type: none"> • How are creativity and innovation developed within and through media arts productions? • How do media artists use various tools and techniques? • How do time, place, audience, and context affect presenting or performing choices for media artworks? • How can presenting or sharing media artworks in a public format help a media artist learn and grow? • Why do various venues exist for presenting, sharing or distributing media artworks?
Practice(s)	<p>Visual Arts: Analyze, Share Media Arts: Present, Integrate</p>
Key Vocabulary	<p>Visual Arts: Exhibition, cohesive, curator, docent, font Media Arts: Google Drawings, Google Sites, upload</p>
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT investigate and analyze ways artwork is presented and experienced, including use of evolving technology. • SWBAT evaluate a collection based on specific criterion. • SWAT analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. <p>Media Arts:</p> <ul style="list-style-type: none"> • SWBAT analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks. • SWBAT analyze benefits and impacts from presenting media artworks.
Suggested Tasks/Activities	<ul style="list-style-type: none"> • In small groups of 2-3, brainstorm in art journal ideas for an exhibition and a venue or explore using a photograph from Unit 6 to manipulate • Create exhibition name and tagline (what ideas will this exhibition communicate to the public) • Each group will create in 3D/or on computer at least one room from exhibition • Group presentation to class • Upload to Art Room at Oradell

Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Journal entry of exhibition ideas ● Journal entry about exhibition name and objective ● 3D or computer replica of at least one exhibition room ● Presentation to class ● Upload to Art Room at Oradell (teacher made website)
Resources/Materials	<ul style="list-style-type: none"> ● Slide show on various exhibitions (eg. from baseball around the world to fashion (CAMP) to specific artists) ● Art Journal ● Tagboard/Cardboard to create exhibition space ● Glue ● Tape ● Paint ● Colored Paper ● Computers ● Google Drawings ● Google Sites
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures</p>
Career Readiness Practices	<p>CLKSP1 Act as a responsible and contributing community members and employee.</p> <p>CLKSP4 Demonstrate creativity and innovation.</p> <p>CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP6 Model integrity, ethical leadership and effective management.</p> <p>CLKSP7 Plan education and career paths aligned to personal goals.</p> <p>CLKSP9 Work productively in teams while using cultural/global competence.</p>
Computer Science and Design Thinking	<p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p>

	<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</p>
<p>Social-Emotional Learning Competencies</p>	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one’s learning (Oral,Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students helping each other with art-making ■ Collaborative group projects <ul style="list-style-type: none"> ● Each student adds ideas to the work ■ Gallery Walks <ul style="list-style-type: none"> ● Positive comments for classmates- Two stars and a wish ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussions <ul style="list-style-type: none"> ● Allowing students to share thoughts, ideas, and opinions ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music

	<ul style="list-style-type: none"> ■ Lessons that focus on teamwork and perseverance ■ Use of classroom suggestion box for students to share ideas <ul style="list-style-type: none"> ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Asking questions when needed
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours ● One on one check-ins

	<ul style="list-style-type: none"> • Offer extra help hours. • One on one check-ins 			
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Unit 8 - Future	
Performance Expectation(s)	<ul style="list-style-type: none"> • 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.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based in this criterion. • 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. <p>Media arts:</p> <ul style="list-style-type: none"> • 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
Enduring Understanding(s)	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. <p>Media Arts:</p> <ul style="list-style-type: none"> • The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.
Essential Question(s)	<ul style="list-style-type: none"> • What conditions, attitudes and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? <p>Media Arts:</p> <ul style="list-style-type: none"> • How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?

	<ul style="list-style-type: none"> • How do media artists improve/refine their work?
Practice(s)	Visual Arts: Explore, Analyze, Synthesize Media Arts: Construct, Analyze
Key Vocabulary	New media, Augmented reality, virtual reality, App
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT 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. Media Arts: <ul style="list-style-type: none"> • SWBAT communicate an intentional purpose and meaning utilizing varying point of view and perspective.
Suggested Tasks/Activities	<ul style="list-style-type: none"> • Slide show on Augmented reality • Brainstorm AR ideas in Art Journal • In groups Practice with AR App Halo/Eye Jack • Monster Mash Animation program Monster Mash
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> • Art journal entries • Eye Jack made AR clip
Resources/Materials	<ul style="list-style-type: none"> • Augmented Reality in Art Artist Yunuene • EyeJack App • Monster Mash Animation program Monster Mash • Art Journal
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p>

Career Readiness Practices	CLKSP1 Act as a responsible and contributing community members and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management. CLKSP7 Plan education and career paths aligned to personal goals. CLKSP8 Use technology to enhance productivity increase collaboration and communicate effectively. CLKSP9 Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	8.2.8.ED.5: Explain the need for optimization in a design process 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one’s learning (Oral,Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students helping each other with art-making ■ Collaborative group projects <ul style="list-style-type: none"> ● Each student adds ideas to the work ■ Gallery Walks <ul style="list-style-type: none"> ● Positive comments for classmates- Two stars and a wish

	<ul style="list-style-type: none"> ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussions <ul style="list-style-type: none"> ● Allowing students to share thoughts, ideas, and opinions ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music ■ Lessons that focus on teamwork and perseverance ■ Use of classroom suggestion box for students to share ideas ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Asking questions when needed
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific art vocab in students’ first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours ● One on one check-ins

<ul style="list-style-type: none"> • One on one check-ins 	<ul style="list-style-type: none"> • Allow student to choose their own medium. • Include simple visuals • Show finished product at a variety of artistic levels. • Offer extra help hours. • One on one check-ins 	<ul style="list-style-type: none"> • One on one check-ins 	<ul style="list-style-type: none"> • Present visually complex examples • Encourage student to mentor others. • Allow for independent study • One on one check-ins 	
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Professional Resources

- Hogan, H., & Hetland, L., Jaquith, D.B., & Winner, E. (2018). *Studio Thinking from the Start: The K-9 Art Educator's Handbook*. New York: Teachers College, Columbia University.
- (2020-2021). Contemporary Art in Context, *School Arts*, Davis Publications.
- (2020-2021). *Art Education*, National Art Education Association.