



Grades 3-5

Visual Arts and Media Arts Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

Grades 3-5 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

Grades 3-5

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.

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.

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

Visual and Performing Arts

1.5 VISUAL ARTS with 1.2 MEDIA ARTS

By the end of Grade 5

Grades 3-5 Art Curriculum Scope and Sequence			
Month(s)	Unit Topic(s)	Unit Overview	Artistic Processes/Anchor Standards
September	Unit 1 - Dreams	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	<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: Presenting</p> <ul style="list-style-type: none"> ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> ● Anchor Standard 9: Applying criteria to evaluate products. <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.
October	Unit 2 - Art in Literature	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	<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.

			<ul style="list-style-type: none"> Anchor Standard 3: Refining and completing products. <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. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. <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 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. Anchor Standard 6: Conveying meaning through art.
November/ December	Unit 3 - Identity/Culture	Express interests, values, beliefs. Understand that artists create differently	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> Anchor Standard 1: Generating and

		<p>and viewers perceive their work differently Develop Self Esteem</p>	<p>conceptualizing ideas.solve art and design problems.</p> <ul style="list-style-type: none"> ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. <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. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> ● Anchor Standard 7: Perceiving and analyzing products. <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 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. <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.
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<p>January/ February</p>	<p>Unit 4 - Around the World</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 through analysis of art. Through artmaking, making meaning of the world around us.</p>	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> Anchor Standard 1: Generating and conceptualizing ideas. solve art and design problems. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. <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. <p>Artistic Process: Responding</p> <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. <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: Responding</p> <ul style="list-style-type: none"> Anchor Standard 8: Interpreting intent and meaning <p>Artistic Process: Connecting</p> <ul style="list-style-type: none"> Anchor Standard 10: Synthesizing and relating knowledge and
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			personal experiences to create products.
March	Unit 5 - Love	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 1: Generating and conceptualizing ideas.solve art and design problems. ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. <p>Media Arts</p> <p>Artistic Process: Producing</p> <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. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> ● Anchor Standard 7: Perceiving and analyzing products.
April	Unit 6 - Environment	Appreciating the natural world around us and responding via art to its wonders.. Using everyday objects to create unusual environments. Repurposing materials	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 1: Generating and conceptualizing ideas.solve art and design problems. ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. <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.

			<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 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> Anchor Standard 7: Perceiving and analyzing products.
May	Unit 7 - Museums/Becoming a Curator	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, describe how a work makes you feel, self reflect and recognize the elements of design in the work.	<p>Artistic Process: Producing</p> <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. Anchor Standard 6: Conveying meaning through art. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 9: Applying criteria to evaluate products. <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. <p>Artistic Process: Producing</p>

			<ul style="list-style-type: none"> Anchor Standard 6: Conveying meaning through art. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> Anchor Standard 9: Applying criteria to evaluate products. <p>Artistic Process: Relating</p> <ul style="list-style-type: none"> Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
June	Unit 8 - Future	Creating ideas from imagination,	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> Anchor Standard 1: Generating and conceptualizing ideas.solve art and design problems. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. <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. <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: Producing</p> <ul style="list-style-type: none"> Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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

Born On: OPS BOE Approval June 2022

Annual Revision: OPS Board Approval September 2023

related activities.

Unit 1 - Dreams			
	Grade 3	Grade 4	Grade 5

<p>Performance Expectation(s)</p>	<ul style="list-style-type: none"> ● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively. ● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. ● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. 		
<p>Enduring Understanding(s)</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. ● 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 develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 		
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> ● How does collaboration expand the creative process? ● 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? 	<ul style="list-style-type: none"> ● How does collaboration expand the creative process? ● 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? 	<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● How does collaboration expand the creative process? ● 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

		<ul style="list-style-type: none"> How does collaboratively reflecting on a work help us experience it more completely? 	<p>correct procedures in handling materials, tools and equipment?</p> <ul style="list-style-type: none"> How does collaboratively reflecting on a work help us experience it more completely? What methods and processes are considered when preparing artwork for presentation or preservation?
Practice(s)	Investigate, Reflect, Refine, Continue, Select, Analyze, Relate		
Key Vocabulary	Collaborative, Elements of Art, shape, texture, line, space, value, form	Collaborative, Elements of Art, Shape, texture, line, space, value, form, Principles of Design, pattern, balance, emphasis, variety, movement, contrast	Collaborative, Elements of Art, shape, texture, line, space, value, form aspiration, Henna, 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 create a “butterfly” representing their interests, values, and beliefs. 	<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 create “a box of 	<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 create a “henna”

	<ul style="list-style-type: none"> SWBAT safely create a pinwheel for peace and identify and incorporate the 7 elements of design (evaluative criteria): shape, texture, line, color, space, value and form. 	<p>colored pencils” representing their interests, values, and beliefs.</p> <ul style="list-style-type: none"> 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 recognize the principles of design pattern, balance, emphasis, variety, movement and contrast). 	<p>hand representing their interests, values, and beliefs.</p> <ul style="list-style-type: none"> 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).
<p>Suggested Tasks/Activities</p>	<ul style="list-style-type: none"> Introduction to art room procedures and clean up Create Dream “tags” for Nick Cave's inspired 8' board Create a large organic shape, inside butterflies with each spot representing a dream, hope or something about yourself (these butterflies will be cut out and glued on art journal) Pinwheels for Peace incorporating the 7 elements of art 	<ul style="list-style-type: none"> Introduction to art room procedures and clean up Create Dream “tags” for Nick Cave's inspired 8' board (if limited time, move this activity to January near MLK day) Create french fries with each fry representing a dream, hope or something about yourself (these french fries will be cut out and glued on art journals) Pinwheels for Peace incorporating the 7 elements of art and recognizing the principles of design 	<ul style="list-style-type: none"> Introduction to art room procedures and clean up Create Dream “tags” for Nick Cave's inspired 8' board (if limited time, move this activity to January near MLK day) Create “henna” hands representing a dream, 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” Butterfly with pictures of individual dreams to be later cut out and glued on art journal Pinwheel 	<ul style="list-style-type: none"> Finished tag to be placed on “Dream” French fries with pictures of individual dreams to be later cut out and glued on art journal Pinwheel 	<ul style="list-style-type: none"> Finished tag to be placed on “Dream” Henna hand with pictures and words of individual dreams to be later cut out and glued on art journal Pinwheel
Resources/Materials	<p>Butterfly hand out Colored pencils Crayons Markers scissors</p> <p>Nick Cave, Dream White tags rimmed in silver Markers</p> <p>Pinwheels for peace Colored paper Markers Scissors Pencils Pins Glue tape</p>	<p>French Fry hand out Colored pencils Crayons Markers scissors</p> <p>Nick Cave, Dream White tags rimmed in silver Markers</p> <p>Pinwheels for peace Colored paper Markers Scissors Pencils Pins Glue tape</p>	<p>White paper sharpie Colored pencils Crayons Markers scissors</p> <p>Nick Cave, Dream White tags rimmed in silver Markers</p> <p>Pinwheels for peace Colored paper Markers Scissors Pencils Pins Glue tape</p>
Interdisciplinary Connections	<p>World Peace Day Sept. 21 3.MD.B. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in</p>	<p>World Peace Day Sept. 21 4.MD.C. Geometric measurement: understand concepts of angle and measure angles</p>	<p>World Peace Day Sept. 21 SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>

	appropriate units— whole numbers, halves, or quarters.		
Career Readiness, Life Literacies and Key Skills	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</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>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <p>8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</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 ● <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

- 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 	<ul style="list-style-type: none"> ● Use preferential seating 	<ul style="list-style-type: none"> ● Use preferential seating 	<ul style="list-style-type: none"> ● Use preferential seating 	<ul style="list-style-type: none"> ● Google slide presentations will

<ul style="list-style-type: none"> ● 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"> ● 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. 	<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 	<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 	<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
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Unit 2 - Art in Literature

	Grade 3	Grade 4	Grade 5
Performance Expectation(s)	<p>Visual Arts</p> <ul style="list-style-type: none"> ● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively ● 1.5.5.Re7b: Analyze visual arts including cultural associations ● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. ● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. <p>Media Arts</p> <ul style="list-style-type: none"> ● 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials. ● 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods. ● 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience ● 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience. ● 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis. ● 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance. ● 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork. ● 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks. 		

<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● People create and interact with objects, places and design that define, shape, enhance, and empower their lives. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. ● 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 develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 		
<p>Essential Question(s)</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? ● What methods and processes are considered when preparing artwork for presentation or preservation? 	<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 do artists work? ● How do objects, places and design shape lives and communities? ● How do life experiences influence the way you relate to art? ● Where and how do we encounter visual arts in our world? ● How is art used to impact the views of a society? ● How does art preserve aspects of life? ● What can we learn from our responses to art? <p>Media Arts:</p>	<ul style="list-style-type: none"> ● What factors prevent or encourage people to take creative risks? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● 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 life experiences

		<ul style="list-style-type: none"> • How do media artists work? • How do media artists and designers determine whether a particular direction in their work would be effective? • How do media artists learn from trial and error? 	<p>influence the way you relate to art?</p> <ul style="list-style-type: none"> • How does learning about art impact how we perceive the world? • How can the viewer "read" a work of art as text? • How does art help us understand the lives of people of different times, places and cultures? • How does art preserve aspects of life? <p>Media Arts:</p> <ul style="list-style-type: none"> • How do media artists work? • How do media artists and designers determine whether a particular direction in their work would be effective? • How do media artists learn from trial and error?
Practice(s)	<p>Visual Arts: Explore, Investigate, Reflect, Refine, Continue, Select, Perceive, Interpret, Relatent</p> <p>Media Arts: Conceive, Develop, Construct, Practice, Present</p>		
Key Vocabulary	Art journal, sketching, animalitos, watercolor pencils, sculpture	<p>Visual Arts: Grafitti, Blackboard, Break dancing, Art Journal,</p> <p>Media Arts: Digital Arts, principles of Design, movement, balance, contrast, and emphasis.</p>	<p>Visual Arts: Art Journal, inscription, incise, coil, slip, score, muslin, kiln, greenware, glaze</p> <p>Media Arts: Tlme-lapse video</p>
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT brainstorm and 	<ul style="list-style-type: none"> • SWBAT brainstorm and 	<ul style="list-style-type: none"> • SWBAT brainstorm and

	<p>sketch ideas for their own individual animalito creations.</p> <ul style="list-style-type: none"> ● SWBAT refine and revise sketches to create 3D animalito sculptures. ● SWBAT properly and safely use watercolor pencils. ● SWBAT properly and safely use sculptural materials. ● SWBAT analyze and identify the works of Frida Kahlo and their cultural associations. ● SWBAT interpret ideas and mood in Frida Kahlo's art work by analyzing the context, subject and visual elements. 	<p>sketch ideas for their own individual Keith Haring inspired sketches.</p> <ul style="list-style-type: none"> ● SWBAT refine and revise sketches to create Keith Haring style paintings. ● SWBAT properly and safely use chalk and paint. ● SWBAT analyze and identify the works of Keith Haring and their cultural associations. ● SWBAT interpret ideas and mood in Keith Haring's art work by analyzing the context, subject and visual elements. ● SWBAT communicate how Keith Haring's art is used to inform the values, beliefs and culture of an individual or society. <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT generate ideas for Keith Haring style artwork using the digital arts program, Photopea ● SWBAT Describe and apply principles such as movement, balance, contrast, and emphasis. 	<p>sketch ideas for their own individual pottery piece with an inscribed song or poem.</p> <ul style="list-style-type: none"> ● SWBAT refine and revise sketches to create a ceramic piece. ● SWBAT properly and safely use clay, tools and glazes. ● SWBAT analyze and identify the works of various potters and their cultural associations. ● SWBAT communicate how pottery can be used to inform the values, beliefs and culture of an individual or society. <p>Media Arts</p> <ul style="list-style-type: none"> ● SWBAT create a time lapsed video of their clay creation ● SWBAT Brainstorm goals and plans for a media art audience to show their time lapsed video creation ● SWBAT Practice combining various arts and media content into unified media artworks such as a time-lapsed video. ● SWBAT present media artwork
Suggested Tasks/Activities	Frida Kahlo	Keith Haring	Dave the Potter

	<ul style="list-style-type: none"> ● Read book Frida Kahlo and discuss ● Sketch animals in journals ● Create pets from styrofoam puffs ● Paint the created animal sculpture on paper ● 	<ul style="list-style-type: none"> ● Read Keith Haring Book and discuss ● Sketch people in journal ● Fast (timed) sketch using chalk on black paper- simulating grafitti done before police catch you ● Painting Keith Haring inspired people <p>Basquiat Read Radiant Child</p> <p>Media Arts</p> <ul style="list-style-type: none"> ● Photopea drawings inspired by Keith Haring or Just the Heart and print out 	<ul style="list-style-type: none"> ● Read Dave the Potter (artist, poet, slave) and discuss ● Journal entry of song/poetry/sketch of bowl, cup, etc... ● Pottery demo ● Make Coil Pottery with inscribed poetry or song ● Glaze <p>Media Arts</p> <ul style="list-style-type: none"> ● Time lapsed video of the creation(Group work)
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Sketch in art journal ● Painting of animalito ● 3d creation of animalito using colored styrofoam 	<ul style="list-style-type: none"> ● Sketch in art journal ● Fast (timed) sketch using chalk on black paper ● Painted Keith Haring style people <p>Media Arts</p> <ul style="list-style-type: none"> ● Photopea digital Haring people 	<ul style="list-style-type: none"> ● Sketch, song, poem in art journal ● Pottery piece with inscription <p>Media Arts</p> <ul style="list-style-type: none"> ● Time lapsed video (Group work)
Resources/Materials	<p>Frida Kahlo colored styro foam peanuts Art journal Pencil Paper Watercolor pencils or paint Frida Kahlo works with animalitos</p>	<p>Keith Haring Book Photopea Art Journal Quick Grafitti style drawing</p> <ul style="list-style-type: none"> ● Small black paper ● Chalk ● Timer ● CD to play break dancing music <p>Keith Haring Painting</p> <ul style="list-style-type: none"> ● Pencil ● Paper 	<p>Dave the Potter (artist, poet, slave)</p> <p>Youtube video On David Drake Hlstory of David Drake</p> <p>Teacher made slide show showing various pottery styles (Native American, Japanese, Contemporary) Slide show</p> <p>Art Journal Pencil</p>

		<ul style="list-style-type: none"> • Paint • Sharpie <p>Basquiat Read Radiant Child</p> <ul style="list-style-type: none"> • Combine Haring and Basquiat <p>Media Arts Photopea Computer paper</p>	Clay Muslin Clay tools Glaze Inscription tools Media Arts Time Lapse video App
Interdisciplinary Connections	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.		
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. CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively.		
Computer Science and Design Thinking	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.		
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: 		

- 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

	<p>ethical and responsible decisions</p> <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 			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Visual examples ● Review and repeat instructions ● Post examples on white board ● One-on-one check-in 	<ul style="list-style-type: none"> ● Review and repeat instructions ● Post examples on white board ● Choice of medium ● Show finished visual of project at varying skill level ● Provide opportunities to move around the room ● One-on-one check in ● Use praise generously 	<ul style="list-style-type: none"> ● Review and repeat instructions ● Post examples on white board ● Choice of medium ● Show finished visual of project at varying skill level ● Provide opportunities to move around the room ● One-on-one check in ● Use praise generously 	<ul style="list-style-type: none"> ● Painting of animalito includes a self-portrait ● Painting and collage of Haring inspired figures ● Larger more detailed coiled pot 	<ul style="list-style-type: none"> ● Review and repeat instructions ● Post examples on white board ● Choice of medium ● Show finished visual of project at varying skill level ● Provide opportunities to move around the room ● One-on-one check in ● Use praise generously

Unit 3 - Identity and Culture			
	Grade 3	Grade 4	Grade 5
Performance Expectation(s)	<ul style="list-style-type: none"> 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 1.5.5.Pr5a: Prepare and present artwork safely and effectively. 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. 1.5.5.Re7b: Analyze visual arts including cultural associations. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. <p>Media Arts:</p> <ul style="list-style-type: none"> 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork. 1.2.5.Cr1e: Model ideas and plans in an effective direction. 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork. 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions. 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics). 		
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. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. People create and interact with objects, places and design that define, shape, enhance, and 		

	<p>empower their lives.</p> <ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. • 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. • 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. • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 		
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> • How does collaboration expand the creative process? • Why do artists follow or break from established traditions? • 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? • What role does persistence play in revising, refining and developing work? • How does refining artwork affect its meaning to the viewer? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? 	<ul style="list-style-type: none"> • How does collaboration expand the creative process? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • 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? • What responsibilities come with the freedom to create? • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • How do visual arts influence our views of the world? • How does knowing and 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • 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? • How do artists and designers learn from trial and error? • 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? • What criteria are

		<p>using visual art vocabulary help us understand and interpret works of art?</p> <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? 	<p>considered when selecting work for presentation, a portfolio, or a collection?</p> <ul style="list-style-type: none"> • How does learning about art impact how we perceive the world? • How is art used to impact the views of a society? <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: Explore, Investigate, Reflect, Refine, Continue, Select Perceive, Relate</p> <p>Media Arts: Conceive, Develop, Construct, Relate</p>		
Key Vocabulary	<p>Horizontal, vertical, brayer, print, pressure, silhouette, Principles of Design, pattern, balance, emphasis, variety, contrast, hanko</p>	<p>Visual Arts: Logo, collage, Principles of Design, balance, emphasis, contrast</p> <p>Media Arts: Selfie, Photopea, merge, layers</p>	<p>Pop Art, printing, mass, Principles of Design, pattern, balance, emphasis, variety, movement contrast, texture</p> <p>Media Arts: Photopea, merge, layers</p>
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT to create an art signature/hanko by brainstorming and sketching ideas and transforming the sketch into a ceramic <i>hanko</i> signature (if time)SWBAT weave with colored paper strips 	<ul style="list-style-type: none"> • SWBAT to create a logo/image that represents their values and beliefs by brainstorming their ideas in their art journals. • SWBAT experiment with paint and collage making techniques by safely 	<ul style="list-style-type: none"> • SWBAT to sketch ideas of 3-5 objects that represent their values and beliefs by brainstorming their ideas in their art journals. • SWBAT experiment with print-making techniques

	<ul style="list-style-type: none"> ● SWBAT collaboratively create a self portrait silhouette ● SWBAT reflect on self-portrait by discussing and describing personal choices in artmaking. 	<p>creating a “balanced” painting using their “image” or logo of choice.</p> <ul style="list-style-type: none"> ● SWBAT reflect on self-portrait by discussing and describing personal choices in artmaking. <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT identify and compare various presentation forms in distributing media artwork, by discussion various platforms such as Youtube and Instagram. ● SWBAT describe how messages and meaning are created in components of media artwork by analyzing various artworks. 	<p>by safely creating an artwork in the Pop Art style of Andy Warhol.</p> <ul style="list-style-type: none"> ● SWBAT reflect on print making process by writing and discussing their personal choices in their artmaking. ● SWBAT communicate how art is used to inform the values, beliefs and culture of an individual by group discussion. <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT describe how messages and meaning are created in components of media artwork by analyzing vario
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<p>Suggested Tasks/Activities</p>	<p>Paper weaving Google slide show</p> <ul style="list-style-type: none"> 1" strips of colored paper on a 12' by 12" white paper background <p>Silhouettes in black</p> <ul style="list-style-type: none"> Silhouettes (Partners-trace) stand against wall and trace on white paper then transfer to black paper (if time- use feathers, glitter, felt pieces to fill in) Talk about the art of Kara Walker and Silhouettes Kara Walker <p>Collage silhouette with background</p> <p>Make hanko</p> <ul style="list-style-type: none"> Sketch initials or symbol 	<p>Create a logo that represents yourself</p> <ul style="list-style-type: none"> Write words that represent yourself in art journal Sketch images that represent the words Draw the shapes (different sizes), cut them out, collage them (but do not glue on background) <p>Media Arts: Take a selfie</p> <ul style="list-style-type: none"> Upload to Photopea Get just an outline Print stylized selfies, Merge with Logo <p>If time- mount and make border Can do printed border</p>	<p>Brainstorm 5-8 items that represent you</p> <ul style="list-style-type: none"> Sketch them <p>Andy Warhol style printing</p> <ul style="list-style-type: none"> 4 objects that represent you Print on a separate piece of paper, engrave in foam plate Print with Gelli printing block <p>Media Arts:</p> <ul style="list-style-type: none"> Photopea Create multiples of same image
<p>Evidence of Learning (Assessment)</p>	<ul style="list-style-type: none"> Woven paper background Paper Silhouette Writings in art journal about them selves. What makes them unique Self-Portrait collage Ceramic Hanko (signature stamp) 	<ul style="list-style-type: none"> Art Journal entry Individualized Logo <p>Media Arts</p> <ul style="list-style-type: none"> Photopea self portrait Self portrait collage (selfie and logo) 	<ul style="list-style-type: none"> Art Journal Entry sketches Engraved foam plate Final Print <p>Media Arts</p> <ul style="list-style-type: none"> Final Print Prints with Gelli block
<p>Resources/Materials</p>	<p>Art Journal</p>	<p>Art Journal</p>	

	<p>Strips of paper Colored paper Glue Pencil Scissors Feathers, beads, felt remnants</p> <p>Art Journal</p> <p>Clay Muslim Tools Glue</p>	<p>Paper Paint Scissors Glue Media Arts Photopea Photopea tutorial Selfie Print Large piece of paper Glue</p>	<p>Printing tutorial Art Journal</p> <p>Paint Brayer Paper Scissors Glue</p> <p>Gelli block Teacher made slide show about Andy Warhol</p> <p>Media Arts Photopea Photopea tutorial</p>
Interdisciplinary Connections	3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.	L.4.3.A. Choose words and phrases to convey ideas precisely.	W.5.10. 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.
Career Readiness, Life Literacies and Key Skills	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.</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>CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively. CLKSP9: Work productively in teams while using cultural/global competence.</p>
Computer Science and Design Thinking	<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</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 ● <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 <ul style="list-style-type: none"> ■ 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 ● 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. 	<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. 	<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"> ● 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"> ● Allow for independent study ● One on one check-ins 	
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Unit 4 - Artists from Around the World			
	Grade 3	Grade 4	Grade 5
Performance Expectation(s)	<ul style="list-style-type: none"> ● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively. ● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ● 1.5.5.Re7b: Analyze visual arts including cultural associations. ● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. ● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. ● 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and 		

	<p>conceptual vocabulary.</p> <ul style="list-style-type: none"> 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. <p>Media Arts</p> <ul style="list-style-type: none"> 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context. 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences. 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events. 		
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. 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. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. Visual arts influences understanding of and responses to the world. People evaluate art based on various criteria. Through artmaking people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 		
Essential Question(s)	<ul style="list-style-type: none"> 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 and designers learn from trial and error? 	<ul style="list-style-type: none"> What conditions, attitudes, and behaviors support creativity and innovative thinking? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? How do artists work? How do artists and 	<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

	<ul style="list-style-type: none"> • Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? • What processes are considered when preparing artwork for presentation or preservation? • How does knowing and using visual art vocabulary help us understand and interpret works of art? 	<p>designers determine whether a particular direction in their work is effective?</p> <ul style="list-style-type: none"> • 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? • How do artists and designers create works of art or design that effectively communicate? • What methods and processes are considered when preparing artwork for presentation or preservation? • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • How do visual arts influence our views of the world? • How does knowing and using visual art vocabulary help us understand and interpret works of art? • How is personal 	<p>contexts, histories, and traditions of art forms help us create works of art and design?</p> <ul style="list-style-type: none"> • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? • How do artists and designers create works of art or design that effectively communicate? • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining
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		<p>preference different from an evaluation?</p> <ul style="list-style-type: none"> • How does engaging in creating art enrich peoples' lives? <p>Media Arts:</p> <ul style="list-style-type: none"> • How do people relate to and interpret media artworks? • How can the viewer "read" a work of art as text? • How do media artworks contribute to an awareness and understanding of our lives and communities? 	<p>artwork affect its meaning to the viewer?</p> <ul style="list-style-type: none"> • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • How do life experiences influence the way you relate to art? • How do visual arts influence our views of the world? <p>Media Arts:</p> <ul style="list-style-type: none"> • How do people relate to and interpret media artworks? • How can the viewer "read" a work of art as text? • How do media artworks contribute to an awareness and understanding of our lives and communities?
Practice(s)	<p>Visual Arts: Explore, Investigate, Reflect, Refine, Continue, Select, Perceive, Interpret, Analyze, Synthesize</p> <p>Media Arts: Interpret, Synthesize</p>		
Key Vocabulary	<p>Cityscape, organic, geometric, mobile, color wheel, primary colors, secondary colors, tertiary colors, value</p>	<p>Mandala, symmetry, symmetrical, weaving, warp, weft, slab pottery, score, slip, texture, celadon</p> <p>Media Arts: Mandalagaba, upload, Padlet</p>	<p>Woodblock prints, kento mark, brayer, edo period, piñata, ink stone, calligraphy, sumi-e, kanji</p> <p>Media Arts: YouTube, documentary</p>
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT brainstorm and 	<ul style="list-style-type: none"> • SWBAT identify and 	<ul style="list-style-type: none"> • SWBAT identify and

	<p>sketch ideas to be made into a mobile</p> <ul style="list-style-type: none"> ● SWBAT make a 3D cityscape with cartoon characteristics ● SWBAT safely create a clay mobile using organic and geometric shapes ● SWBAT create a color wheel in the style of Takeshi Murakami's daisies ● SWBAT to reflect on artmaking process and recognize their strengths and weaknesses 	<p>analyze the cultural associations of a mandala and create their own.</p> <ul style="list-style-type: none"> ● SWBAT safely create and glaze a clay slab vessel. ● SWBAT compare and analyze works of art from various potters across the world. ● SWBAT Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. ● SWBAT to reflect on artmaking process and recognize their strengths and weaknesses <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT create media artworks using the website mandalagaba and upload them to Padlet for all to share. 	<p>analyze the cultural associations of ink painting.</p> <ul style="list-style-type: none"> ● SWBAT create their own ink paintings (<i>sumi-e</i>). ● SWBAT identify and analyze the cultural associations of woodblock print making. ● SWBAT create their own prints using at least two different blocks. ● SWBAT identify and analyze the cultural associations of the pinata in Justin Favela's art work. ● SWBAT to create their own pinata type sculpture that reflect their own cultural or community traditions. ● SWBAT Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. ● SWBAT Create works of art that reflect community cultural traditions. ● SWBAT to discuss made artworks using formal and conceptual vocabulary. <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT explain and compare personal and
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			<p>group reactions and interpretations to the making of Japanese woodblock prints considering their personal and cultural perception, intention and context.</p> <ul style="list-style-type: none"> SWBAT Identify, examine and show how media artworks form meanings, situations and cultural experiences.
Suggested Tasks/Activities	<p>James Rizzi cityscape</p> <p>Journal sketches for organic/geometric shape mobile</p> <p>Joan Miro/Clay mobile</p> <p>Takeshi Murakami color wheel flower</p>	<p>Creating watercolor Mandalas</p> <p>Media Arts</p> <p>Mandala gaba website</p> <p>Upload to Padlet</p> <p>Weaving/Native American</p> <p>Slab pottery plates and vases</p> <p>Focusing on texture and glazing</p>	<p>Upcycled Pinatas/Justin Favela</p> <p>Ink painting (Sumi-e)</p> <p>Use ink stones</p> <p>Hiroshige/Hokusai Prints</p> <p>Gold leaf background (if time)</p> <p>Media Arts</p> <p>Japanese Print video</p>
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> Cityscape in style of James Rizzi Art journal entry of sketches for mobile Miro style mobile Takeshi Murakami cartoon daisy as a color wheel Journal Entry- reflection on 	<ul style="list-style-type: none"> Mandala watercolor Weaving Slab Clay vessel Journal Entry- reflection on unit <p>Media Arts</p>	<ul style="list-style-type: none"> 2 layered print Ink stone painting Journal entry sketches for Favela inspired sculpture Justin Favela upcycled pinata style sculpture Journal Entry- reflection

	unit	• Digital Mandala uploaded to Padlet	on unit
Resources/Materials	<p>James Rizzi Slide Show Teacher made slide show on James Rizzi</p> <p>Paper Paperstock Paint Brushes Googly eyes Glue</p> <p>Mobile Slide Show</p> <p>Clay Glaze Wire Muslin Clay tools</p> <p>Takeshi Murakami Slide show</p> <p>Paper Paint Brushes Scissors Glue Background paper</p>	<p>Teacher made slide show on Mandala slides</p> <p>Mandala Watercolor Paper Pencil Eraser Sharpie Dime Bottle cap Plate tracer Scrap paper to cut petal tracer Water colors Brushes</p> <p>Weaving Weaving board Yarn Needle</p> <p>Tape</p> <p>Slab clay vessel Slab Pottery Slide Show Clay Glaze</p> <p>Media Arts Mandalagaba website</p>	<p>Justin Favela Pinata sculptures Pinata style sculpture Made from recycled objects Plaster of paris Tissue paper</p> <p>Sumi-e slide show Ink stones Ink sticks Paper brushes Gallery Catalogs on Asian Art (I have one for each student)</p> <p>Teacher made slide show on Japanese Prints Teacher made poster on Hokusai and Hiroshige Actual Japanese Print</p> <p>Media Arts Japanese Print video Styrofoam plates Carving stylus Brayer Paint Paper</p>
Interdisciplinary Connections	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure	SL.5.1. Engage effectively in a range of collaborative discussions (one-on- one, in

	teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	<p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.</p>		
Career Readiness Practices	<p>CLKSP1: Act as a responsible and contributing community member and employee.</p> <p>CLKSP3: Consider the environmental, social and economic impacts of decisions.</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>CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively.</p>		
Computer Science and Design Thinking	<p>8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</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 		

- 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 	<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. 	<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. • Present visually complex examples • Encourage student to mentor others. • Allow for independent study 	<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

Unit 5 - Love			
	Grade 3	Grade 4	Grade 5
Performance Expectation(s)	<ul style="list-style-type: none"> • 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. 		

	<ul style="list-style-type: none"> ● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. <p>Media Arts:</p> <ul style="list-style-type: none"> ● 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms. ● 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks. ● 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks. ● 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks. 		
<p>Enduring Understanding(s)</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. ● 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. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 		
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> ● How does collaboration expand the creative process? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and 	<ul style="list-style-type: none"> ● How do artists work? ● 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 	<ul style="list-style-type: none"> ● How do artists work? ● 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

	<p>designers learn from trial and error?</p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? 	<p>handling materials, tools and equipment?</p>	<p>handling materials, tools and equipment?</p> <ul style="list-style-type: none"> • What role does persistence play in revising, refining and developing work? • How does collaboratively reflecting on a work help us experience it more completely? • How do artists and designers learn from trial and error? <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?
Practice(s)	<p>Visual Arts: Explore, Investigate, Reflect, Refine, Continue Media Arts: Practice, Integrate, Perceive</p>		
Key Vocabulary	<p>Pop Art, warm colors, cool colors, complimentary colors, fonts, positive space, negative space, dynamic, movement, perspective</p>	<p>Sculpture, plaster of paris, armature, pastel, value, tint, font, transfer</p>	<p>Pattern, felt, fabric scissors, batting, eye of needle, embroidery thread Media Arts: Flip-a- Clip, animation, ghost slide, Padlet, upload</p>
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT individually investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to them in creating a Robert Indiana 	<ul style="list-style-type: none"> • SWBAT individually investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to them in 	<ul style="list-style-type: none"> • SWBAT individually investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to them in creating a heart shaped

	<p>style “Love” painting.</p> <ul style="list-style-type: none"> ● SWBAT individually investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to them in creating a watercolor painting using positive and negative space. ● SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● SWBAT reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<p>creating a sculptural conversation heart.</p> <ul style="list-style-type: none"> ● SWBAT demonstrate craftsmanship through the safe and respectful use of plaster materials. ● SWBAT reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. 	<p>pillow out of felt.</p> <ul style="list-style-type: none"> ● SWBAT individually investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to them in creating a donut out of socks. ● SWBAT demonstrate craftsmanship through the safe and respectful use of felt, fabric scissors and sewing implements <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT experiment and develop skills in animation by experimenting with the flip-a-clip app.
Suggested Tasks/Activities	<ul style="list-style-type: none"> ● Robert Indiana style LOVE painting ● In art journal, brainstorm and sketch things you “love” ● Simplify drawing ● Trace “LVE” (leaving room for the object you love as the “O” ● Sharpie outline the LOVE ● Paint ● Peer discussion/reflection ● Pick an object you love and draw over and over again from different views-paint the spaces in between (positive and negative space) 	<ul style="list-style-type: none"> ● Plaster of Paris conversation heart ● Brainstorm conversation heart sayings in journal ● Build heart armature out of tag board ● Plaster heart ● Trace heart and layout words ● Flip over words and transfer on heart ● Paint heart ● Trace and paint on words 	<ul style="list-style-type: none"> ● Small felt heart pillows ● Practice sewing ● Sock donuts <p>Media Arts: Animation Flip-a-clip app Upload to Padlet</p>
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Robert Indiana Inspired 	<ul style="list-style-type: none"> ● Plaster of Paris 	

	<p>“LOVE” painting</p> <ul style="list-style-type: none"> • Sketches and brainstorming in art journal • Peer discussion/reflection • Positive and negative space watercolor painting 	<p>conversation heart</p> <ul style="list-style-type: none"> • Brainstorming in art journal • Peer reflection 	<ul style="list-style-type: none"> • Small felt heart pillow • Sock donuts <p>Media Arts: Short animation uploaded to Padlet and thereafter Google Classroom</p>
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Resources/Materials	<p>Robert Indiana Slide show</p> <ul style="list-style-type: none"> ● White heavy paper ● LVE stencils ● Art journal ● Pencil ● Eraser ● Paint ● Brushes <ul style="list-style-type: none"> ● Positive/Negative watercolor painting ● White thick paper ● Watercolor pencils ● Sketch of an object you “love” ● Pencil ● eraser 	<p>Plaster of Paris conversation heart</p> <ul style="list-style-type: none"> ● Tag board ● Stapler ● Tape ● Scissors ● Pencil ● Plaster of paris ● Water ● Tray for sculpture ● Paint ● Ruler ● White copy paper 	<p>Small heart felt pillows</p> <ul style="list-style-type: none"> ● Felt ● batting ● Thread ● Needles ● Scissors ● Sharpie ● Tagboard to make heart stencils <p>sock donuts</p> <ul style="list-style-type: none"> ● Sock ● Batting ● Felt ● Fabric glue ● Fabric scissors ● Embellishments <p>Media Arts Flip a Clip App Padlet</p>
Interdisciplinary Connections	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and</p>

	teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 9.4.8.Cl.2: Repurpose an existing resource in an innovative way.		
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community member and employee. CLKSP4: Demonstrate creativity and innovation. CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them. 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	8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.		
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
- 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
● 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 	<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. 	<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 	<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 	<p>be available on Google classroom</p> <ul style="list-style-type: none"> ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours
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Unit 6 - Environment			
	Grade 3	Grade 4	Grade 5
Performance Expectation(s)	<ul style="list-style-type: none"> ● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively. ● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. <p>Media Arts</p> <ul style="list-style-type: none"> ● 1.2.5.Cr2b: Model ideas, plan in an effective direction. ● 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose. ● 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change. 		

<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> • People develop ideas and understandings of society and the environment through their interactions with and analysis of art. • Creativity and innovative thinking are essential life skills that can be developed through the practice of brainstorming. • 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. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 		
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> • How do artists and designers learn from trial and error? • What methods and processes are considered when preparing artwork for presentation or preservation? • How does collaboratively creating and reflecting on a work help us experience it more completely? 	<ul style="list-style-type: none"> • What factors prevent or encourage people to take creative risks? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists and designers learn from trial and error? • How do artists grow and become accomplished in art forms? 	<ul style="list-style-type: none"> • 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? • Why do artists follow or break from established traditions? • 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? • What responsibilities come with the freedom to create? • How does collaboratively reflecting on a work help us experience it more completely?

			Media Arts: <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)	Visual Arts: Explore, Investigate, Reflect, Refine, Continue, Select, Relate Media Arts: Develop, Construct, Perceive		
Key Vocabulary	Symmetry, collage, collaborative, shoji door,	Contour drawing, continuous line, Blind contour drawing, semi-blind contour drawing, vine charcoal, willow charcoal, hard and soft pencil, value	Social change, climate change, environmental issues, extinct, geometric shapes
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT, investigate, choose, and demonstrate diverse approaches to making symmetrical butterfly prints. • SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • SWBAT demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • SWBAT collaboratively represent a butterfly environment that includes a 	<ul style="list-style-type: none"> • SWBAT Individually set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • SWBAT demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • SWBAT individually represent environments 	<ul style="list-style-type: none"> • SWBAT brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • SWBAT individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

	<p>process of peer discussion, revision and refinement.</p> <ul style="list-style-type: none"> ● SWBAT reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● SWBAT prepare and present artwork safely and effectively. 	<p>that includes a process of revision and refinement.</p> <ul style="list-style-type: none"> ● SWBAT reflect, refine, and revise work individually, and discuss and describe personal choices in artmaking. ● SWBAT prepare and present artwork safely and effectively. 	<ul style="list-style-type: none"> ● SWBAT demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● SWBAT reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● SWBAT prepare and present artwork safely and effectively. ● SWBAT communicate how art is used to inform others about global issues, including climate change. <p>Media Arts</p> <ul style="list-style-type: none"> ● SWBAT to identify how the performing arts can be communicated with intentional effects by transforming the production into a media artwork. ● SWBAT to identify how various forms, methods, and styles in media artworks affect and manage audience experience when
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			addressing global issues including climate change by watching an internationally renowned video.
Suggested Tasks/Activities	<ul style="list-style-type: none"> • Slides on symmetry in nature • Create multiple symmetrical butterfly print • Cut out butterflies, hang from wooden shoji door • If time, Introduction to Clare Young's works • (if time) Clare Young's inspired collage animals 	<ul style="list-style-type: none"> • What is contour drawing? Examples of contour drawing (slide show) • Investigate different artists that use contour drawing • Practice timed blind and semi-blind contour drawings • Contour drawing of a chosen object found in nature • Practice using different types of charcoals • Reflection in art journal, "what did you like/not like about this process?" 	<ul style="list-style-type: none"> • Brainstorm ideas in art journal of sculptures/paintings reacting to climate change. • Okuda inspired geometric sculpture reacting to climate change (Individual or group -up to 3) • If time - The sky/galaxy/stars constellations (watercolor sky) Glue beads for constellation • Name constellations • Class discussion on "new" constellations <p>Media Arts</p> <ul style="list-style-type: none"> • Share about Dance on an Iceberg (Sydney 2022) • Engage in class discussion
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> • Symmetrical butterfly prints • Collaborative piece of butterflies hanging from shoji screen 	<ul style="list-style-type: none"> • Blind contour drawings • Semi-blind contour drawings • Reflections in art journal 	<ul style="list-style-type: none"> • Art journal entries • Okuda inspired geometric sculpture/painting

	<ul style="list-style-type: none"> (if time) Clare Young's inspired collage animals 		<p>reacting to climate change</p> <ul style="list-style-type: none"> Class discussion on climate change issues represented in sculptures and media arts <p>Media Arts Discussion on <i>Dance on an Iceberg</i></p>
Resources/Materials	<p>Large symmetrical butterfly print</p> <ul style="list-style-type: none"> White paper Tempera paint Brushes <p>Collaborative piece of butterflies hanging from shoji door</p> <ul style="list-style-type: none"> White paper Tempera paint Brushes Shoji door (teacher supplied) Fish line Small hole punch thumbtacks 	<p>Contour drawings</p> <ul style="list-style-type: none"> Slide show on contour drawing White drawing paper Pencil Charcoal (vine and willow) Black marker Art journals 	<p>Climate change sculptures/paintings</p> <ul style="list-style-type: none"> Okuda SLide show Cardboard Scissors Tape glue Paint brushes Colored paper Art journal <p>Media Arts</p> <ul style="list-style-type: none"> Dance on an Iceberg (Sydney 2022)
Interdisciplinary Connections	<p>LS3.B: Variation of Traits Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) The environment also affects the traits that an organism develops. (3-LS3-2)</p>	<p>4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p>ESS3.C: Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help</p>

			<p>protect Earth’s resources and environments and address climate change issues. (5-ESS3-1)</p> <p>1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. 9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.</p>		
Career Readiness Practices	<p>CLKSP1: Act as a responsible and contributing community members and employee. CLKSP3: Consider the environmental, social and economic impacts of decisions. 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.</p>		
Computer Science and Design Thinking	<p>8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</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 	<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. 	<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. • Present visually complex examples • Encourage student to mentor others. • Allow for independent study 	<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

Unit 7 - Museums			
	Grade 3	Grade 4	Grade 5

<p>Performance Expectation(s)</p>	<ul style="list-style-type: none"> ● 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively ● 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. ● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. ● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. <p>Media Arts:</p> <ul style="list-style-type: none"> ● 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions. ● 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork ● 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals. ● 1.2.5.Cn11b: Examine, discuss and interact appropriately with media art tools and environments, considering safety, ethics, rules, and media literacy. 		
<p>Enduring Understanding(s)</p>	<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. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. 		
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> ● What is an art museum? ● 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 	<ul style="list-style-type: none"> ● What is an art museum? ● 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 	<ul style="list-style-type: none"> ● What is an art museum? ● 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

	<p>artworks, and select them for presentation?</p> <ul style="list-style-type: none"> • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • How does knowing and using visual art vocabulary help us understand and interpret works of art? • How is a personal preference different from an evaluation? 	<p>objects, artifacts and artworks, and select them for presentation?</p> <ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation? • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? • What is the value of engaging in the process of art criticism? • 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>objects, artifacts and artworks, and select them for presentation?</p> <ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? • How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? • 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
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			<p>understand and interpret works of art?</p> <ul style="list-style-type: none"> • 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 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 mirror aspects of life? • How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
Practice(s)	<p>Visual Art: Analyze, Select, Share, Interpret, Analyze Media Art: Present, Evaluate, Relate</p>		
Key Vocabulary	Museum, curator, gallery, exhibition, mount, criteria, label	Museum, curator, gallery, exhibition, mount, criteria, label	Museum, curator, docent, gallery, exhibition, mount, criteria, label Media Arts: Virtual Museum,
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT define and analyze the responsibilities of a curator in preserving and presenting artifacts or 	<ul style="list-style-type: none"> • SWBAT define and analyze the responsibilities of a curator in preserving and 	<ul style="list-style-type: none"> • SWBAT define and analyze the responsibilities of a curator in preserving and

	<p>artwork.</p> <ul style="list-style-type: none"> ● SWBAT prepare and present artwork safely and effectively ● SWBAT discuss how exhibits and museums provide information and in person experiences about concepts and topics. 	<p>presenting artifacts or artwork.</p> <ul style="list-style-type: none"> ● SWBAT prepare and present artwork safely and effectively ● SWBAT discuss how exhibits and museums provide information and in person experiences about concepts and topics. ● SWBAT interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. ● SWBAT identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. 	<p>presenting artifacts or artwork.</p> <ul style="list-style-type: none"> ● SWBAT prepare and present artwork safely and effectively ● SWBAT discuss how exhibits and museums provide information and in person experiences about concepts and topics. ● SWBAT interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. ● SWBAT identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. <p>Media Arts</p> <ul style="list-style-type: none"> ● SWBAT Identify, and explain how to make a visual art exhibition and how to distribute the SWBAT apply specific criteria to evaluate media art works. ● SWBAT to examine, discuss and interact appropriately with media art tools ethics, rules, and media literacy.
<p>Suggested Tasks/Activities</p>	<ul style="list-style-type: none"> ● Class discussion on 	<ul style="list-style-type: none"> ● Class discussion on museums (teacher made 	<ul style="list-style-type: none"> ● Class discussion on museums (teacher made

	<p>museums</p> <ul style="list-style-type: none"> ● Reflection in art journal ● What is your favorite museum/artist? When you visit, how does it make you feel? ● Choose 2 pieces to be in art show ● Finish any incomplete creations ● Mount pieces on large construction paper ● Make labels with title, description and artist name ● Gallery walk 	<p>slide show)</p> <ul style="list-style-type: none"> ● Reflection in art journal ● What is your favorite museum? When you visit, how does it make you feel? ● Choose 2 pieces to be in art show ● Finish any incomplete creations ● Mount pieces on large construction paper ● Make labels with title, description and artist name ● Create a gallery room with a mini version of at least 3 pieces you created (individually or collaboratively) ● Gallery walk 	<p>slide show)</p> <ul style="list-style-type: none"> ● Think/Pair/Share of What is your favorite museum? When?When you visit, how does it make you feel? <p>Media Arts</p> <ul style="list-style-type: none"> ● Collaboratively(in small groups) make a virtual art museum Virtual Art Museum ● Share/Present Museums on Google Classroom
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Mounted pieces of finished art with labels ● Reflections in art journal 	<ul style="list-style-type: none"> ● Mounted pieces of finished art with labels ● Reflections in art journal ● 3D Gallery space with a mini version of at 3 pieces student created during year 	<ul style="list-style-type: none"> ● Reflection in art journal <p>Media Arts</p> <ul style="list-style-type: none"> ● Virtual Art Museum on Google Slides
Resources/Materials	<p>Gallery ready art</p> <ul style="list-style-type: none"> ● Large black mounting paper ● Glue ● Scissors ● Labels ● Sharpie <p>Reflections</p>	<p>Gallery ready art</p> <ul style="list-style-type: none"> ● Large black mounting paper ● Glue ● Scissors ● Labels ● Sharpie 	<p>Media Arts:</p> <ul style="list-style-type: none"> ● Computer ● Google Slides ● Virtual Museum Template

	<ul style="list-style-type: none"> ● Slide show on famous art museums ● Art journal 	3D Gallery space Example <ul style="list-style-type: none"> ● Tag board ● Tape ● Scissors ● Markers ● Watercolor pencils ● Brushes ● Colored paper Reflections <ul style="list-style-type: none"> ● Slide show on famous art museums ● Art journal 	
Interdisciplinary Connections	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification. 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.		
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. 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	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</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 ● <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 	<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 	<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

<ul style="list-style-type: none"> ● Offer extra help hours 	<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. 	<ul style="list-style-type: none"> ● Offer extra help hours 	<ul style="list-style-type: none"> ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study 	
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Unit 8 - Future			
	Grade 3	Grade 4	Grade 5
Performance Expectation(s)	<ul style="list-style-type: none"> ● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively. ● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. <p>Media Arts:</p> <ul style="list-style-type: none"> ● 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions. 		

<p>Enduring Understanding(s)</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. ● 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. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. ● 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. 		
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> ● Why do artists follow or break from established traditions? ● 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? ● How do artists grow and 	<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 do artists work? 	<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 work? ● How do artists and designers determine whether a particular direction in their work is

	<p>become accomplished in art forms?</p> <ul style="list-style-type: none"> • What criteria are considered when selecting work for presentation, a portfolio, or a collection? <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? 	<ul style="list-style-type: none"> • 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? • What role does persistence play in revising, refining and developing work? • How does collaboratively reflecting on a work help us experience it more completely? • What methods and processes are considered when preparing artwork for presentation or preservation? 	<p>effective?</p> <ul style="list-style-type: none"> • How do artists and designers learn from trial and error? • What responsibilities come with the freedom to create? • 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 are creativity and innovation developed within and through media arts productions? • How do media artists use various tools and techniques?
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Practice(s)	Visual Arts: Explore, Investigate, Reflect, Refine, Continue, Select, Relate Media Arts: Integrate		
Key Vocabulary	Media Arts: Augmented Reality, AR, App	Futuristic, mock-up, PSA	Media Arts: Augmented Reality, Virtual Reality, AR, VR, App, hover
Student Learning Objectives	<ul style="list-style-type: none"> ● SWBAT individually set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● SWBAT demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● SWBAT reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT create new content and expanding conventions, in addressing challenges within media arts productions by creating their own illustrations using the Quiver App. 	<ul style="list-style-type: none"> ● SWBAT brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● SWBAT individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● SWBAT demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● SWBAT individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● SWBAT reflect, refine, and revise work individually 	<ul style="list-style-type: none"> ● SWBAT brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● SWBAT individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● SWBAT experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● SWBAT demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● SWBAT reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

		<p>and collaboratively, and discuss and describe personal choices in artmaking.</p> <ul style="list-style-type: none"> ● SWBAT prepare and present artwork safely and effectively. ● SWBAT communicate how art is used to inform the values, beliefs and culture of an individual or society. 	<ul style="list-style-type: none"> ● SWBAT prepare and present artwork safely and effectively. ● SWBAT communicate how art is used to inform the values, beliefs and culture of an individual or society. <p>Media Arts:</p> <ul style="list-style-type: none"> ● SWBAT create new content and expanding conventions, in addressing challenges within media arts productions by creating their own AR using the Eye Jack App.
Suggested Tasks/Activities	<ul style="list-style-type: none"> ● Agamagraphs ● Reflect in Art journals about creations ● Share with neighbor <p>Media Arts</p> <ul style="list-style-type: none"> ● Yuri the painter on Quiver Vision 	<ul style="list-style-type: none"> ● Brainstorm in art journal ● Create an object that would be found in a futuristic artroom ● Create a PSA about object 	<ul style="list-style-type: none"> ● Reflect in Art Journal <p>Media Arts</p> <ul style="list-style-type: none"> ● AR slide show and discussion ● Create an AR
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Art journal entry <p>Media Arts</p> <ul style="list-style-type: none"> ● Painting designed on QuiverVision 	<ul style="list-style-type: none"> ● Creation of object found in a futuristic art room ● Art journal entry ● Created PSA 	<ul style="list-style-type: none"> ● Art journal entry <p>Media Arts</p> <ul style="list-style-type: none"> ● Created AR
Resources/Materials	<ul style="list-style-type: none"> ● Art Journals <p>Media Arts</p> <ul style="list-style-type: none"> ● Yuri the painter/Quiver Vision ● Yuri PDF PDF to print ● Markers ● Ipad 	<p>Object found in a futuristic art room</p> <ul style="list-style-type: none"> ● Paper ● Scissors ● Tape ● Glue ● Art journal 	<p>Media Arts</p> <ul style="list-style-type: none"> ● Introduction to Augmented Reality ● Teacher made slide show and video clip <p>Create an AR</p>

		<ul style="list-style-type: none"> ● Create a PSA 	<ul style="list-style-type: none"> ● IPAD ● EYE JACK app ● Art Journal
Interdisciplinary Connections	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	SL.5.1. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	<p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact.</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>CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively.</p>		
Computer Science and Design Thinking	<p>8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.</p> <p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</p> <p>8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.</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 	<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. 	<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. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study 	<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
Professional Resources				
<ul style="list-style-type: none"> ● Hogan, H., & Hetland, L., Jaquith, D.B., & Winner, E. (2018). <i>Studio Thinking from the Start: The K-9 Art Educator's Handbook</i>. New York: Teachers College, Columbia University. ● (2020-2021). Contemporary Art in Context, <i>School Arts</i>, Davis Publications. ● (2020-2021). <i>Art Education</i>, National Art Education Association. 				

