

BENWAY SCHOOL

Art Curriculum

Grade 6



Benway School

Unit 1

Content Area: Art

Unit Title: Creative Process

Grade Level: 6

Unit Overview: In this unit, the students will extend their previous learning of the elements and principles of art. They will also create contour drawing of an object referencing Right Side of the Brain activities.

Recommended Pacing: 6-8 sessions

Student Learning Objectives	NJSLS
Differentiate the expressive potential of line as visual communication that includes symbols, calligraphic letters and numbers (e.g., the Lascaux cave paintings, Jean-Michel Basquiat's graffiti art inspired paintings, the paintings of Paul Klee, Robert Smithson's massive earthwork <i>Spiral Jetty</i> extrapolated from ancient symbolism, calligraphy, Egyptian hieroglyphics, etc.). Use line to create ideographic artwork stemming from an examination of symbolic line in diverse cultures.	1.1.8.D.1 and 1.1.8.D.2
New Jersey Student Learning Standards	Progress Indicator
Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	1.1.8.D.1
Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.	1.1.8.D.2
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Create a technical sketch of a product with materials and measurements labeled.	8.2.8.C.5.a
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	

Calligraphy, geometric/organic shapes, intermediate/monochromatic color, line, proportion/scale, symmetrical/asymmetrical balance	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Observation of proper safety procedures ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage) ● Elements of Art: Line, shape, color, value, form, texture, space ● Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern 	
Instructional Focus:	
<ul style="list-style-type: none"> ● Through the observation and study of masks from diverse cultures and historical eras, explore 3-Dimensional masks that focus on the element of form and the principles of balance and proportion. ● Teach students to identify art elements and principles of design used in masks in diverse cultural and historical eras. 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● http://the-artists.org/?BackLink=8826&http%3A%2F%2Fthe-artists.org%2F ● Composition and Design: Elements, Principles, and Visual Effects 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u></p> <p><i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. <p>Debate topics of interest/cultural importance.</p>	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary

<ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

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Benway School

Unit 2

Content Area: Art

Unit Title: Performing

Grade Level: 6

Unit Overview: The students will create drawings/paintings/multi-media to convey the elements and principals of art. They will also use the appropriate vocabulary to contextualize the work they accomplished.

Recommended Pacing: 6-8 sessions

Student Learning Objectives	NJSLS
Use drawing media to create original artwork in one point perspective that demonstrates the principle of unity (e.g., perspective, implied space, illusionary depth) as seen in works such as Doris Lee’s, <i>Thanksgiving</i> , 1935.	1.3.8.D.1
Use literary sources as inspiration for the creation of multi-media works of art that embody allegorical themes, symbolism and irony.	1.3.8.D.2
Identify and use appropriate art vocabulary to describe known works of art from several genres including realism, abstract/nonobjective art, and conceptual art. Apply similar concepts to the creation of original artworks in the style of representative work from a chosen genre.	1.3.8.D.3
New Jersey Student Learning Standards	Progress Indicator
Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	1.3.8.D.1
Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.	1.3.8.D.2
Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.	1.3.8.D.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Create a technical sketch of a product with materials and measurements labeled.	8.2.8.C.5.a
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator

Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	
Abstract/nonobjective art, allegorical themes, balance, conceptual art, emphasis, harmony, irony, monochromatic, proportion, realism, symbolism, unity	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art ● Paintings ● Multi-media works ● Written tasks 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● http://the-artists.org ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u></p> <p><i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers

<ul style="list-style-type: none"> ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

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- Continue to develop phrasing and fluency while reading aloud, as needed
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- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
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- Restate, reread, and clarify directions/questions
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- Establish procedures for accommodations/modifications for assessments

Benway School

Unit 3

Content Area: Art

Unit Title: Creative Process

Grade Level: 6

Unit Overview: Sculpture and actual or simulated movement create visual interest in work. The students will utilize their previous units to expand upon the elements and principles in 3-dimensional form, using both free standing and relief sculpture.

Recommended Pacing: 6-8 sessions

Student Learning Objectives	NJSLS
Use literary sources which embody the themes of allegory, symbolism and irony as source of inspiration to create a three dimensional multi-media works of art.	1.3.8.D.5
Create a mixed media artwork based on observation from an actual environment (e.g., environmental sculpture by Andy Goldsworthy about conservation and recycling). Synthesize the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	1.3.8.D.1 and 1.3.8.D.6
New Jersey Student Learning Standards	Progress Indicator
Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	1.3.8.D.1
Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.	1.3.8.D.5
Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.	1.3.8.D.6
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	8.2.8.B.6
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1

Apply appropriate academic and technical skills.	CRP2
Model integrity, ethical leadership and effective management.	CRP9
Key Vocabulary Words	
Additive/subtractive sculptural techniques, allegory, implied space, illusionary depth, irony, movement, kinetic, simulated, color theory	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art ● Sculptures ● Multi-media works 	
Instructional Focus:	
<ul style="list-style-type: none"> ● Identify the principles of design: movement (actual/simulated), asymmetrical balance, emphasis, and proportion in sculpture 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● http://the-artists.org ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i>	<u>English Language Learners</u>
Extension Activities:	Modifications:
<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history 	<ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers

<ul style="list-style-type: none"> ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments.

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- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

Benway School

Unit 4

Content Area: Art

Unit Title: Visual Art

Grade Level: 6

Unit Overview: Using the basic elements of line and value, the students will create drawings based on real life images, i.e. animals, buildings, etc. Additionally, they will use traditional methods of creating simulated depth, contour drawing, cross hatching, and value.

Recommended Pacing: 6-8 sessions

Student Learning Objectives	NJSLS
Generate observational and emotional responses to diverse culturally and historically specific masterworks of visual art. Apply characteristics of exemplars to the creation of original two and three-dimensional works of art that evoke a similar categorical response.	1.4.8.A.1
Differentiate between “traditional” three dimensional design and non-conventional elements of style (modern vs. postmodern) used to express new three dimensional design ideas. Utilize varied stylistic elements in the creation of art.	1.4.8.A.6
Describe formal structures and art making techniques used in the creation of two and three-dimensional artwork from different cultures and historical eras (e.g., <i>Freeze on the Pantheon</i> , Gothic paintings on wood, Renaissance frescos, wood cuts, and Jan van Eyck’s works and the invention of oil painting etc.) and incorporate some of these stylistic nuances to the creation of original two and three-dimensional art work.	1.4.8.B.2
New Jersey Student Learning Standards	Progress Indicator
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	1.4.8.A.1
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	1.4.8.A.6
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	1.4.8.B.2
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Demonstrate knowledge of a real world problem using digital tools.	8.1.8.A.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Career Ready Practices	Indicator
Consider the environmental, social and economic impacts of decisions.	CRP5

Demonstrate creativity and innovation.	CRP6
Key Vocabulary Words	
Formal structures, masterworks, architecture, public art, modern, post-modern, frieze, fresco	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage) ● Elements of Art: Line, shape, color, value, form, texture, space ● Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern 	
Instructional Focus:	
<ul style="list-style-type: none"> ● Through the observation and study of artworks in various genres, students will learn to identify, compare and contrast the use of line, texture, pattern, and value in historical works in order to enhance emotion and render form. 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● http://the-artists.org ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i>	<u>English Language Learners</u>
Extension Activities:	Modifications:
<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts 	<ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers

<ul style="list-style-type: none"> ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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Benway School

Unit 5

Content Area: Art

Unit Title: Visual Art

Grade Level: 6

Unit Overview: In this unit, the students will explore the impact of social, political, and human history on art and its creation. Art from the East is compared and contrasted to the art of the West, as is the use of manmade/geometric or organic/natural materials, images, and shapes. The students will also use color, pattern, texture, principles of balance, and scale to communicate and enhance the meaning of works of art.

Recommended Pacing: 6-8 Sessions

Student Learning Objectives	NJSLS
Identify how warm and cool colors or color schemes communicate a given emotion in a social, historical, and/or political context (e.g., Vincent van Gogh, <i>The Bedroom</i> , 1889, Matisse, <i>The Red Studio</i> , 1911, Lutz Haufschild, <i>Questions of the Heart</i> , 1989-90 (stained glass).	1.2.8.A.3
New Jersey Student Learning Standards	Progress Indicator
Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	1.2.8.A.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Demonstrate knowledge of a real world problem using digital tools.	8.1.8.A.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	
Aesthetics, distain, color scheme, cool/warm colors, prints, proportion, scale, geometric, organic, calligraphy	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> • Art exhibition 	

<ul style="list-style-type: none"> ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities: <ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/ how it is utilized, different time periods and usage) ● Elements of Art: Line, shape, color, value, form, texture, space ● Principles of Art: Balance, contrast, rhythm, movement, unity, emphasis, pattern 	
Instructional Materials: <ul style="list-style-type: none"> ● Laptop cart ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● http://the-artists.org ● Youtube.com “Guernica What inspired Pablo Picasso” ● <u>Composition and Design: Elements, Principles, and Visual Effects</u> 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<u>Students with Disabilities</u>	<u>Students at Risk of School Failure</u>

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

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- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
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