

Crafts I

Unit Title: Foundations of Art

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

2020 Media Arts Standards 1.2

1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

- Students will recognize and identify the elements of art and the importance of critique.

Essential/Guiding Question:

- Why Create Crafts?
- What are the Elements of Art and Principles of Design?
- How are the Elements of Art Principles of Design utilized in crafts?
- Why is it important to critique your artwork?

Content:

- Elements and Principles of Art
- Critique of an artwork

Skills(Objectives):

- SWBAT identify the elements and principles of art and incorporate them in their own work
- SWBAT critique an artwork using 5 steps:

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	interpret, analyze, reflect, evaluate, describe
<p><u>Interdisciplinary Connections:</u></p> <p>History- The study of artists throughout history. English- Critique of an artwork.</p> <p>Computer Science and Design Thinking</p> <ul style="list-style-type: none"> 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution. <p>English Language Arts Companion Standards</p> <ul style="list-style-type: none"> WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.</p> <ul style="list-style-type: none"> Projects Critiques End-of-Unit Assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Daily Do-Now activities Vocabulary Sketches/research Participation Following Class Procedures Projects assessed using rubrics focused on skills taught, safety protocols and processes used
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>-Whole group learning with teacher lecture, discussion, and demonstration</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> In-class resource books, and materials for each project

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<ul style="list-style-type: none">-Guided practice-Independent practice-Small group instruction-Individual instruction-Cooperative learning	<ul style="list-style-type: none">• Google classroom for video tutorials and examples• Websites and teacher examples <p>Social Studies Resources:</p> <ul style="list-style-type: none">• The New Jersey Amistad Commission Interactive Curriculum• NJ Commission on Holocaust Education• Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none">• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p>

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Use of visual charts, demonstrations, student examples.	Use of notes and online resources.	and oral examination as an alternative to a written exam.	Extended time Provide visual aids Repeated directions Differentiate based on proficiency
Use of notes and online resources.		Repeated lesson instruction and procedures.	Provide word banks Allow for translators, dictionaries

Unit Title: Paper Arts		
Stage 1: Desired Results		
<u>Standards & Indicators:</u> 2020 Visual and Performing Arts 1.5 Visual Arts 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 2020 Media Arts Standards 1.2 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for

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		global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none">Students will explore paper art forms and the cultures/history behind different techniques.	<u>Essential/Guiding Question:</u> <ul style="list-style-type: none">How can paper be manipulated to create 3 dimensional design?How have different cultures impacted art making methods?	
<u>Content:</u> <ul style="list-style-type: none">SketchbooksOrigamiQuilling	<u>Skills(Objectives):</u> <ul style="list-style-type: none">SWBAT create a sketchbookSWBAT identify and create various origami foldsSWBAT create various quills to construct a singular artwork	
<u>Interdisciplinary Connections:</u> <p>History- The study of artists throughout history. English- Critique of an artwork. Math- Folding at different angles to create origami.</p> Computer Science and Design Thinking <ul style="list-style-type: none">8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution. English Language Arts Companion Standards <ul style="list-style-type: none">WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		

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Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion, and demonstration
- Guided practice
- Independent practice
- Small group instruction
- Individual instruction
- Cooperative learning

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students

On Grade Level Students

Struggling Students

Special Needs/ELL

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<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson instruction and procedures.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Sculpture

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.

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1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

2020 Media Arts Standards 1.2

1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

- Students will explore ceramic and mosaic techniques as well as influential artists.

Essential/Guiding Question:

- How are crafts a reflection of society/culture/history?
- What is the influence of craft on society?

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	<ul style="list-style-type: none"> What does it mean for an artwork to be functional?
<u>Content:</u> <ul style="list-style-type: none"> Mosaics Basics of Clay Coil building 	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> SWBAT follow step by step technique to create an original mosaic SWBAT utilize proper clay hand building techniques to create an artwork using the pinch method
<u>Interdisciplinary Connections:</u> History- The study of artists throughout history. English- Critique of an artwork. Computer Science and Design Thinking <ul style="list-style-type: none"> 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution. English Language Arts Companion Standards <ul style="list-style-type: none"> WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.	<u>Other Evidence:</u> <ul style="list-style-type: none"> Daily Do-Now activities Vocabulary Sketches/research Participation Following Class Procedures

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<ul style="list-style-type: none">• Projects• Critiques• End-of-Unit Assessments	<ul style="list-style-type: none">• Projects assessed using rubrics focused on skills taught, safety protocols and processes used		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> -Whole group learning with teacher lecture, discussion, and demonstration -Guided practice -Independent practice -Small group instruction -Individual instruction -Cooperative learning	<u>Resources:</u> <ul style="list-style-type: none">• In-class resource books, and materials for each project• Google classroom for video tutorials and examples• Websites and teacher examples Social Studies Resources: <ul style="list-style-type: none">• The New Jersey Amistad Commission Interactive Curriculum• NJ Commission on Holocaust Education• Learning for Justice LGBT and Disabilities Law Resources: <ul style="list-style-type: none">• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart,	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,

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competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples. Use of notes and online resources.	demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures.	kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Weaving

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

2020 Media Arts Standards 1.2

1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Students will explore weaving techniques and functional artworks 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> What is the significance of learning a traditional Craft form from a different culture? What is the role of function within craft objects? What criteria is used to determine good craftsmanship?
<u>Content:</u> <ul style="list-style-type: none"> Tapestry Reed basketry weaving Dream catcher 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> SWBAT follow techniques to create an original tapestry SWBAT follow instructions to create a reed basket SWBAT create a unique dream catcher and designate a purpose for their artwork
<u>Interdisciplinary Connections:</u> History- The study of artists throughout history. English- Critique of an artwork.		

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Computer Science and Design Thinking

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

-Whole group learning with teacher lecture, discussion, and demonstration

-Guided practice

-Independent practice

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

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<p>-Small group instruction</p> <p>-Individual instruction</p> <p>-Cooperative learning</p>	<p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency</p>

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Use of notes and online resources.		instruction and procedures.	Provide word banks Allow for translators, dictionaries
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Unit Title: Mixed Media

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

2020 Media Arts Standards 1.2

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks

1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.

1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success

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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none">Students will explore mixed media projects and delve into the idea of art having a deeper meaning.		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none">How did printmaking revolutionize the printing process?How did collage and mixed media artists change how society viewed art?How have the use of masks evolved over time and through different cultures?
<u>Content:</u> <ul style="list-style-type: none">PrintmakingCollage/Mixed MediaPlaster		<u>Skills(Objectives):</u> <ul style="list-style-type: none">SWBAT create a unique mask using plaster, inspired by research of various cultures and sculpture techniquesSWBAT identify printmaking tools and techniques and create an original artwork using the proper methodsSWBAT create a collaborative artwork using mixed media and a variety of techniques
<u>Interdisciplinary Connections:</u> <p>History- The study of artists throughout history. English- Critique of an artwork.</p> <p>Computer Science and Design Thinking</p> <ul style="list-style-type: none">8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.		

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- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

-Whole group learning with teacher lecture, discussion, and demonstration

-Guided practice

-Independent practice

-Small group instruction

-Individual instruction

-Cooperative learning

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson instruction and procedures.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Pacing Guide

Crafts I	Content	Standards
MP 1		
<u>UNIT 1</u> Foundations of Art Elements and Principles (5 days) Critique (3 days)	Vocabulary <i>Elements of Art:</i> line, shape, color, value, form, space texture <i>Principles of Art:</i> balance, proportion, variety, movement, pattern, unity, emphasis <i>Sketchbook-</i> thumbnail sketches <i>Critique-</i> interpret, analyze, reflect, evaluate, describe Projects and Media (Examples) -Artwork demonstrating the elements of art -Critique of an artwork	1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts. 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
MP 1		
<u>UNIT 2</u> Paper Arts Sketchbooks (10 days) Origami (7 days) Quilling (20 days)	Vocabulary <i>Origami-</i> kite fold, samurai fold, crease pattern, mountain fold, valley fold <i>Radial symmetry</i> <i>Quilling-</i> slotted tool, dowel, teardrop, diamond, coil, marquis Projects and Media (Examples) -Sketchbook project -Explosion book project -Origami radial symmetry project -Quilling project Artists and cultures to Study	1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings. 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

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	<p>(Examples) Yulia Brodskaya Japanese culture</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> Grading based on rubric Class critique <p>Online assessment</p>	<p>Innovative ideas or innovation can lead to career opportunities.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p>
MP 1		
<p><u>UNIT 3</u></p> <p>Sculpture</p> <p>Sculpture Clay hand building (30 days)</p> <p>Mosaics (15 days)</p>	<p>Vocabulary <i>Clay- Five stages of clay: (plastic, leatherhard, bone dry, bisque, glazeware), score and slip, firing, kiln, coil method</i> <i>Mosaics- glass, tesserae, grout, nippers, motif, tiles</i></p> <p>Projects and Media (Examples) -Study of clay hand building techniques -Coil inspired project -Mosaic with clay motif tile -Critique of artwork</p> <p>Artists and Cultures to Study (Examples) Greek Culture Roman Culture Mexican Culture Isaiah Zagar Maria Martinez</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> Grading based on rubric Class critique Online assessment 	<p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</p> <p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p> <p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.</p> <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>1.5.12prof.Cn10a: Document the process of developing ideas</p>

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		<p>from early stages to fully elaborated ideas.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p>
MP 2		
<p><u>UNIT 4</u></p> <p>Basketry and Weaving</p> <p>Textiles (25 days)</p> <p>Wood Weaving (20 days)</p>	<p>Vocabulary</p> <p><i>Tapestry</i>- Warp, weft, tabby, chaining, twining, loom, shed</p> <p><i>Reed basketry</i>- staves, spokes, round and flat reed</p> <p><i>Dream catcher</i></p> <p>Projects and Media (Examples)</p> <ul style="list-style-type: none"> -Tapestry -Reed basket -Dream Catcher -Critique of artwork <p>Artists and Cultures to Study (Examples)</p> <p>Native American Culture</p> <p>Egyptian Culture</p> <p>Faith Ringgold</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> ● Grading based on rubric ● Class critique ● Online assessment 	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and</p>

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		environment and share this information with the appropriate audience
MP 2		
UNIT 5 Mixed Media Collage (8 days) Printmaking (15 days) Plaster/Paper Mache (20 days)	Vocabulary <i>Printmaking:</i> Pattern, brayer, baron, ink, bench hook, plate, and series <i>Plaster Gauze:</i> Armature, plaster, and papier mâché, texture <i>Printmaking:</i> Greeting cards using foam, tru-cut, or linoleum <i>Collage-</i> juxtaposition, cobbing-cutting out background, foreground, middle ground, background Projects and Media (Examples) -Plaster: contemporary mask or animal -Papier mâché faux food or monumental sculpture -Collaborative mixed media collage with a big idea -Printmaking logo project -Critique of artwork Artists and Cultures to Study (Examples) Henri Matisse Man Ray Andy Warhol Wangechi Mutu Unit Assessment <ul style="list-style-type: none"> ● Grading based on rubric ● Class critique ● Online assessment 	1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities. 9.4.12.CT.1: Identify problem-solving strategies used

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		<p>in the development of an innovative product or practice</p> <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.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved</p>
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