	Stage	e 1: Desired Resu	lts	
Standards & Indicators:	Ŭ			
2020 Visual and Performin	ng Arts 1 5 Visual Arts			
		and persistence demons	trate acquisition of skills and knowledge	
in a chosen art form.	xperimentation, practice			
	select and apply methods	or processes appropriate	e to display artwork in a specific place.	
1.5.12acc.Pr5a : Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re7a : Recognize and describe personal aesthetic and empathetic responses to the natural world and				
constructed environments.				
-	e how knowledge of cultu	re, traditions and history	may influence personal responses to	
art. 2020 Media Arts Standard				
1.2.12prof.Cr1d: Apply aest		a refining and proposing	media arts artwork	
			and refine artistic goals that increase	
aesthetic depth.	ly use generative method			
1.2.12acc.Cr2c: Apply aest	hetic criteria in developine	a and refining media arts	artwork.	
1.2.12adv.Cr2a: Fluently inf				
			with consideration of complex	
constraints of goals, time, r				
	Career Readiness	, Life Literacies and Key	/ Skills	
Standard	Performance	Expectations	Core Ideas	
9.4.12.CI.2	Identify career pathway	s that highlight	Innovative ideas or innovation can	
	personal talents, skills,	and abilities	lead to career opportunities.	
9.4.12.CT.1	Identify problem-solving	a stratogios usod in the	Collaboration with individuals with	
9.4.12.01.1	development of an inno		diverse experiences can aid in the	
	practice		problem-solving process, particularly	
	p		for global issues where diverse	
			solutions are needed.	
Central Idea/Enduring Un	derstanding:	Essential/Guiding Que	estion:	
Historical context::				
Primitive humans/ native &		How location and time period Limited material and color		
focusing on early cultures i.	e., Indian, Asian and	palettes based on availability to those specific areas.		
Pacific Islands.				
Content:		Skills(Objectives):		
A. Natural Materials (knotti	<u>ng, weaving, and tying)</u>		nents, personal expression, and cultural	
1. Hemp and fiber		inspirations.		
2. Knotted bracelets		Distant and the		
3. Woven necklace		Physical engagement: Hand-eye coordination, tool handling,		
and use				
B. <u>Leather (Stamping, dying and tooling)</u> 1. Stamped and dyed wristband		Environmental awarene	ss of surroundings, important health	
2. Designed and burnt keychain		information	ss or surroundings, important nearth	
3. Tooled leather Brac				
Interdisciplinary Connect		I		
This art course reinforces concepts taught in:				
History: The use of readil depending on their location		d tools that our ancesto	ors would have had access to	

Math: Measuring length and placement of materials along with pattern development based on visual counting and repetition				
Stage 2: Assessment Evidence				
Performance Task(s):		Other Evidence:		
Project-based lessons with g		Daily Do-Now activities		
rubrics, midterm and final ex		Vocabulary		
Through the projects studen sketchbooks to write definition	ons, investigate artists'	Sketches		
work, and explore their appr technical and stylistic challe		Projects assessed using	rubrics focused on skills taught	
Example projects Tri hemp bracelets with two including a flat, spiral and m wooden beads		Safety protocols and p	processes used	
Simple stamped leather wris inspirational saying	tband with an			
Designed leather riveted key	/chain with initials			
Tooled leather Bracer or neo	kpiece			
	Stage 3	: Learning Plan		
discussion, and den Guided practice; Independent practic Small group instruct Individual instruction Cooperative learning	ng with teacher lecture, nonstration; e; ion; n;	Resources: Scholastic Art		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to				
		1		

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

Unit 2 Title: Composite Materials

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. **1.5.12acc.Re7a:** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

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.

Standard	Performance Expectations	Core Ideas	
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities	Innovative ideas or innovation can lead to career opportunities.	
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	

Career Readiness, Life Literacies and Key Skills

Central Idea/Enduring Understanding:			
	Essential/Guiding Question:		
HIstorical context::			
Art movements of the early Victorian era in France,	How Advancement in tools and materials led to social		
England and Germany focusing on elegant	adornment and culture shifts in aesthetics		
decorative adornments.			
Content:	Skills(Objectives):		
<u>content</u> .	Use of art styles, movements, personal expression, and		
Composite Materials	cultural inspirations.		
1. Wire			
2. Polymer Beads	Physical engagement: Hand-eye coordination, tool handling,		
3. Glass and stone	and use		
Projects:	Environmental awareness of surroundings, important health		
1. Jump Ring Chain	information		
 Wire Wrapped Rings Glass and Stone Pendant 			
Interdisciplinary Connections: This art course reinforces concepts taught in:			
This art course remorees concepts taught in.			
History: The use of readily available materials an	d tools that our ancestors would have had access to		
depending on their location			
	als along with pattern development based on visual		
counting and repetition			
Stage 2: As	sessment Evidence		
Performance Task(s):	Other Evidence:		
Project-based lessons with grades based on	Daily Do-Now activities		
rubrics, midterm and final exam.			
	Vocabulary		
Through the projects students will use their			
sketchbooks to write definitions, investigate artists'	Sketches		
work, and explore their approach to solving			
technical and stylistic challenges.	Projects assessed using rubrics focused on skills taught		
Example projects	Projects assessed using rubrics focused on skills taught Safety protocols and processes used		
<u>Example projects</u> Projects:			
Example projects Projects: 1. Jump Ring Chain			
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings			
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings			
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant	Safety protocols and processes used		
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant Stage 3	Safety protocols and processes used B: Learning Plan		
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant	Safety protocols and processes used Control C		
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant Stage 3 Learning Opportunities/Strategies:	Safety protocols and processes used S: Learning Plan Resources: Scholastic Art		
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant Stage 3 Learning Opportunities/Strategies: • Whole group learning with teacher lecture,	Safety protocols and processes used Control C		
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant Stage 3 Learning Opportunities/Strategies: • Whole group learning with teacher lecture, discussion, and demonstration;	Safety protocols and processes used S: Learning Plan Resources: Scholastic Art		
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant Stage 3 Learning Opportunities/Strategies: • Whole group learning with teacher lecture, discussion, and demonstration; • Guided practice;	Safety protocols and processes used		
 <u>Example projects</u> Projects: Jump Ring Chain Wire Wrapped Rings Glass and Stone Pendant Stage : Whole group learning with teacher lecture, discussion, and demonstration; Guided practice; Independent practice; 	Safety protocols and processes used Example 1 Second Second 		
Example projects Projects: 1. Jump Ring Chain 2. Wire Wrapped Rings 3. Glass and Stone Pendant Stage : Learning Opportunities/Strategies: • Whole group learning with teacher lecture, discussion, and demonstration; • Guided practice; • Independent practice; • Small group instruction;	Safety protocols and processes used Example 1 Second Second 		
 <u>Example projects</u> Projects: Jump Ring Chain Wire Wrapped Rings Glass and Stone Pendant <u>Stage 3</u> Learning Opportunities/Strategies: Whole group learning with teacher lecture, discussion, and demonstration; Guided practice; Independent practice; Small group instruction; Individual instruction; 	Safety protocols and processes used Classified Statements Second Studies Resources: Social Studies Resources:		
 <u>Example projects</u> Projects: Jump Ring Chain Wire Wrapped Rings Glass and Stone Pendant <u>Stage</u> <u>Learning Opportunities/Strategies:</u> Whole group learning with teacher lecture, discussion, and demonstration; Guided practice; Independent practice; Small group instruction; 	Safety protocols and processes used Example 1 Example 1 Second 1 Second 2 Second 2 Se		

 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 *Be sure to only include applicable resources. 			aw Resources: r <u>Resources</u> TQIA Youth Resource List Fighting Stigmas, Advancing
Differentiation *Please note: Teachers who Struggling and/or Special Net		plans that require curricul	ar accommodations are to refer to
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 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.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. 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.	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 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

Unit 3 Title: Metals: Copper, Brass, Silver, Bronze Hemp, Twine, wood, and leather

Stage 1: Desired Results

Standards & Indicators:

2020 Visual and Performing Arts 1.5 Visual Arts

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. **1.5.12acc.Re7a:** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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

2020 Media Arts Standards 1.2

1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.

1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias. Career Readiness, Life Literacies and Key Skills Standard **Performance Expectations Core Ideas** 9.4.12.CI.2 Identify career pathways that highlight Innovative ideas or innovation can personal talents, skills, and abilities lead to career opportunities. 9.4.12.CT.1 Identify problem-solving strategies used in the Collaboration with individuals with development of an innovative product or diverse experiences can aid in the practice problem-solving process, particularly for global issues where diverse solutions are needed. **Central Idea/Enduring Understanding: Essential/Guiding Question:** HIstorical context: Detailing art for identification of social status, Sophisticated metal techniques of the Norse, Celtic and Middle position, wealth or power that is still continued to East. this day. **Content:** Skills(Objectives): 1. Properties of copper Use of art styles, movements, personal expression, and cultural inspirations. 2. Properties of Brass 3. Properties of Bronze Physical engagement: Hand-eye coordination, tool handling, 4. Properties of Silver and use Environmental awareness of surroundings, important health information Interdisciplinary Connections:

This art course reinforces concepts taught in:

History: The use of readily available materials and tools that our ancestors would have had access to depending on their location

Math: Measuring length and placement of materials along with pattern development based on visual counting and repetition

Stage 2: Assessment Evidence			
Performance Task(s):	Other Evidence:		
Project-based lessons with grades based on rubrics, midterm and final exam.	Daily Do-Now activities		
	Vocabulary		
Through the projects students will use theirsketchbooks to write definitions, investigate artists'work, and explore their approach to solving			
technical and stylistic challenges.	Projects assessed using rubrics focused on skills taught		
Example projects Safety protocols and processes used			

1.	Simple copper pipe bracelet domed and or stamped		
2.	Cut out silver engraved dog tags		
3.	Etched Soldered brace pendant		
4.	Simple silver half-round ring		
5.	Double twisted silver ring		
6.	Engraved or etched ring with a bezel		
	attached gemstone		
	Stage 3	: Learning Plan	
Learni	ng Opportunities/Strategies:	Resources:	
		Scholastic Art	
•	Whole group learning with teacher lecture,	Online information	
	discussion, and demonstration;	Teacher and student examples	
•	Guided practice;	Google classroom	
•	Independent practice;		
•	Small group instruction;	Social Studies Resources:	
•	Individual instruction;		
•	Cooperative learning.	<u>The New Jersey Amistad Commission Interactive</u>	
		<u>Curriculum</u>	
		 <u>NJ Commission on Holocaust Education</u> 	
		Learning for Justice	
		LGBT and Disabilities Law Resources:	
		GLSEN Educator Resources	
		Supporting LGBTQIA Youth Resource List	
		 <u>Respect Ability: Fighting Stigmas, Advancing</u> 	
		Opportunities	
		<u>opportunities</u>	
		*Be sure to only include applicable resources.	

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
Students 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 competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of	Students Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral	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 ELL supports should include, but are not limited to, the following:: Extended time
visual charts, demonstrations, student examples. Use of notes and online resources.	resources.	examination as an alternative to a written exam. Repeated lesson instruction and procedures.	Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 4 Title: Unconvention	nal Materials		
	Stage	1: Desired Resu	lts
Standards & Indicators: 2020 Visual and Performing Arts 1.5 Visual Arts 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 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.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals 1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes. 1.2.12adv.Re9a: Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.			
Standard	-	Life Literacies and Key	Core Ideas
9.4.12.Cl.2	Performance ExpectationsCore IdeasIdentify career pathways that highlight personal talents, skills, and abilitiesInnovative ideas or innovation can lead to career opportunities.		Innovative ideas or innovation can
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice		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 Und	derstanding:	Essential/Guiding Que	
HIstorical context: The art of the new world. Contemporary art and design movements focusing on the abstract, nouveau and new age Content: Metal Clay Enamel Etching		modern era to current tin ideology Skills(Objectives): Use of art styles, mover cultural inspirations. Physical engagement: H and use	nnovation in materials and design in the mes with advancement in cultural ments, personal expression, and land-eye coordination, tool handling, ss of surroundings, important health
Interdisciplinary Connections: This art course reinforces concepts taught in:			

History: The use of readily available materials and tools that our ancestors would have had access to depending on their location

Math: Measuring length and placement of materials along with pattern development based on visual counting and repetition

Science: Material chemical interactions and reactions			
	sessment Evidence		
Performance Task(s):	Other Evidence:		
Project-based lessons with grades based on rubrics, midterm and final exam.	Daily Do-Now activities		
Through the projects students will use their	Vocabulary		
sketchbooks to write definitions, investigate artists' work, and explore their approach to solving	Sketches		
technical and stylistic challenges.	Projects assessed using rubrics focused on skills taught		
Example projects	Safety protocols and processes used		
Simple metal clay pendant with embedded gemstone			
Ornate metal clay ring or pendant with embellishment			
Scuply beadroll with combined colors and shapes			
Polymer clay earrings			
A combined piece using a multitude of materials and techniques			
Stage a Stage a Learning Opportunities/Strategies:	B: Learning Plan Resources:		
Learning Opportunities/Strategies.	Scholastic Art		
• Whole group learning with teacher lecture,	Online information		
discussion, and demonstration;Guided practice;	Teacher and student examples		
 Independent practice; 	Google classroom		
 Small group instruction; Individual instruction; 	Social Studies Resources:		
 Cooperative learning. 	The New Jersey Amistad Commission Interactive		
	Curriculum		
	NJ Commission on Holocaust Education		
	Learning for Justice		
	LGBT and Disabilities Law Resources:		
	<u>GLSEN Educator Resources</u>		
	Supporting LGBTQIA Youth Resource List		
	<u>Respect Ability: Fighting Stigmas, Advancing</u> <u>Opportunities</u>		
	*Be sure to only include applicable resources.		

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

Development of personal ideas, voice, and style.Development of personal ideas, voice, and style. Promoting student leadership anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the competitions in the student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, studentDevelopment of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow student and teacher examples.Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples.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/writingDevelopment of a dvanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, studentDevelopment of personal ideas, voice, and style. Use of visual chart, guided practice. Use of notes and online resources.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 group instruction for reading/writingDifferentiate based on proficiency wising resources.Dervide visual aids RepeatedDif	High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
procedures. Allow for translators, dictionaries	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 competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student	personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online	personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. 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	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 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

Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 -Natural Materials Hemp and Fiber - 10 days Leather - 20 days	Resources:Primitive and or native historicaldesigns focusing on American Indian,Asain and Pacific island cultures.Scholastic ArtOnline informationTeacher and student examplesGoogle classroomVocabulary: Hemp, Fiber, Squareknot, triple knot, weaving, flat, spiral,loop, pattern, color, leather, stamping,design, tooling, burnishing, dyeing,sheen, riveting, grommet, style,craftsmanshipProjects:1. Tri hemp bracelets with two or more	 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. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

	colors including a flat, spiral and mixture including wooden beads 2.Simple stamped leather wristband with an inspirational saying 2.Designed leather riveted keychain with initials 3.Tooled leather Bracer or neckpiece Assessment: -Grading based on rubric -class critique -online assessment	
MP 1		
UNIT 2 -Composite materials Wire & stone - 10 days Gass and Beads 10 days	Resources: Art movements of the early Victorian era in France, England and Germany focusing on elegant decorative adornments. Scholastic Art Online information Teacher and student examples, google classroom Vocabulary: Wire Jig, Needle pliers, flat nose plier, snips, ceramic and glass beads, jump ring, chain mail, eye pin, eyelet, clasp, spacers, findings, dangle Projects: 1.Simple Jump ring chain 2.Combination jump ring bracelet 3. Wired stone & glass pendants 4.Eye pin-shaped wire earrings 5.Beaded wire necklace and Assessment: -Grading based on rubric -class critique -online assessment	 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art. 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
MP 2		
UNIT 3 - Metals 30 days Copper	Resources: Sophisticated metal techniques of the Norse, Celtic and Middle east. Detailing art for identification of social	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.
Brass	status, position, wealth or power that is	

Silver	still continued to this day. Scholastic Art Online information Teacher and student examples, google classroom Vocabulary: Metal, copper, brass, silver, jewelers saw, bench hook, bench pin, anvil, ball peen hammer, mallet, ring clamp, half-round, twisted, propane torch, fire bricks, flux, solder annealing, quench, template sanding stick, drill press, Dremel, engraving, mandrel, sizer, polishing wheel, polishing compound, Pickle, etching, copper sulfate, silver nitrate, Doming tools, form and shape Projects: Simple copper pipe bracelet domed and or stamped Cut out silver engraved dog tags Etched Soldered brace pendant Simple silver half-round ring Double twisted silver ring Engraved or etched ring with a bezel attached gemstone Assessment:	 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
	-Grading based on rubric -class critique	
MP 2	-online assessment	
	Pasauroas	1 5 12aco Cr2a: Through
UNIT 4 Unconventional Materials 20 days Metal Clay Enamel	Resources: The art of the new world. Contemporary art and design movements focusing on the abstract, nouveau and new age.	1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Etching	Scholastic Art Online information Teacher and student examples, google classroom	1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.
	Vocabulary: Precious Metal clay, fetting knife, pointer, shapers, textures,	1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.

design, kiln, fired, embedded, ornate, embellish, oxidation, percentage, polymer clay, rollers, melting point, theme, mixture	1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
Projects:	
Simple metal clay pendant with embedded gemstone	
Ornate metal clay ring or pendant with embellishment	
Scuply beadroll with combined colors and shapes	
Polymer clay earrings A combined piece using a multitude of materials and techniques	
Assessment:	
-Grading based on rubric -class critique	
-online assessment	