

Lower Township School District  
Cape May, New Jersey

# Art

# Instructional Units



## ART INSTRUCTIONAL UNITS TASK FORCE MEMBERS

JANEEN LINDSAY

SHARON COSLOP

JILL CUCCI-SMITH

SABINA MULLER, CURRICULUM AND INSTRUCTION SUPERVISOR

SEPTEMBER 2013

# Unit 1

## Art Is Everywhere

## Unit Overview

**Content Area: Visual Art**

**Unit Title: Art is Everywhere**

**Unit: 3**

**Target Course/Grade Level: 3**

**Timeline: ongoing**

### Unit Summary

Artists have created art for a variety of purposes throughout history. Artists from around the world have similar themes because they create art based on their experiences such as families, animals, nature and celebrations. There are also characteristics that would indicate artwork belonging to a certain culture or part of the world. Culture and environment provide inspiration for creating art. In this unit students will use art forms from different cultures to inspire their own art.

## Learning Targets

### Standards

<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art...
<b>1.2</b>	<b>History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating works of art
<b>1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art
<b>9.1</b>	<b>21<sup>st</sup> century life and career skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Content Statements

- Art and culture reflect and affect each other(1.2.5.A.1)
- Characteristic approaches to content, form, style, and design define art genres. (1.2.5.A.2)
- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. (1.2.5.A.3)
- The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (1.3.5.D.4)
- There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills. (1.3.5.D.5)
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. (1.4.5.A.2)
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (1.4.5.A.3)
- Identifying criteria for evaluating performances results in deeper understanding of art and art-making. (1.4.5.B.1)
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. (9.1.4.C.1)
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings (9.1.4.D.2)
- Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers (9.3.4.A.3, 9.3.4.A.4, 9.3.A.5)

**Lower Township School District**  
**Cape May, New Jersey**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI) –</b>		
<b>1.2.5.A.1</b>	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs		
<b>1.2.5.A.2</b>	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art		
<b>1.2.5.A.3</b>	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history		
<b>1.3.5.D.4</b>	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.		
<b>1.3.5.D.5</b>	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.		
<b>1.4.5.A.2</b>	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.		
<b>1.4.5.A.3</b>	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).		
<b>1.4.5.B.1</b>	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.		
<b>7.1.NM.A.1</b>	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes		
<b>7.1.NM.A.2</b>	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		
<b>7.1.NM.A.3</b>	Recognize a few common gestures and cultural practices associated with the target culture(s).		
<b>7.1.NM.A.4</b>	Identify familiar people, places, and objects based on simple oral and/or written descriptions		
<b>7.1.NM.A.5</b>	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		
<b>7.1.NM.B.3</b>	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
<b>7.1.NM.B.4</b>	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
<b>7.1.NM.B.5</b>	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
<b>7.1.NM.C.1</b>	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
<b>7.1.NM.C.4</b>	Present information from age- and level-appropriate, culturally authentic materials orally or in writing		
<b>7.1.NM.C.5</b>	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<b>9.1.4.C.1</b>	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
<b>9.1.4.D.2</b>	Express needs, wants, and feelings appropriately in various situations.		
<b>9.3.4.A.3</b>	Appraise personal likes and dislikes and identify careers that might be suited to personal likes		
<b>9.3.4.A.4</b>	Identify qualifications needed to pursue traditional and nontraditional careers and occupations		
<b>9.3.4.A.5</b>	Locate career information using a variety of resources		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• Why might people create art</li> <li>• What is Art?</li> <li>• How does geography and environment influence art</li> <li>• What kinds of materials can people use to make art?</li> <li>• Can people like different kinds of art?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Artists names and styles explored in the unit including Kahlo, Ringgold, DaVinci, Posada, VanGogh</li> <li>• Art Vocabulary of the elements and design principles and tools expand knowledge of the arts.</li> </ul> </td> </tr> </table>		<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• Why might people create art</li> <li>• What is Art?</li> <li>• How does geography and environment influence art</li> <li>• What kinds of materials can people use to make art?</li> <li>• Can people like different kinds of art?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Artists names and styles explored in the unit including Kahlo, Ringgold, DaVinci, Posada, VanGogh</li> <li>• Art Vocabulary of the elements and design principles and tools expand knowledge of the arts.</li> </ul>
<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• Why might people create art</li> <li>• What is Art?</li> <li>• How does geography and environment influence art</li> <li>• What kinds of materials can people use to make art?</li> <li>• Can people like different kinds of art?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Artists names and styles explored in the unit including Kahlo, Ringgold, DaVinci, Posada, VanGogh</li> <li>• Art Vocabulary of the elements and design principles and tools expand knowledge of the arts.</li> </ul>		

<b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i>	
1.1 The Creative Process: All students will demonstrate knowledge of principles and elements of art in creating 2 and 3D art forms	
<ul style="list-style-type: none"> <li>♦ Identify Art elements and principles of design of various multi-cultural techniques</li> <li>♦ Be aware of the geographical location of identified cultures and how it might influence art</li> <li>♦ Use art vocabulary as appropriate to art history styles</li> <li>♦ Be aware of how art is part of everyday life</li> </ul>	
<b>Integration of Technology:</b> DVDs, Computer	
<b>Technology Resources:</b> <a href="http://www.getty.edu/education">www.getty.edu/education</a> , <a href="http://www.incredibleart.org">www.incredibleart.org</a> ; <a href="http://www.deepspacesparkle.com">www.deepspacesparkle.com</a>	
<b>Opportunities for Differentiation:</b> Timeline flexibility, independent art activities, instruction using a variety of modalities.	
<b>Teacher Notes:</b> Projects created to accomplish unit goals may vary	
<b>Primary interdisciplinary connections:</b> Math, Science, Social Studies, Language Arts	
<b>21<sup>st</sup> century themes:</b>	
<ul style="list-style-type: none"> <li>♦ creativity and innovation</li> <li>♦ critical thinking and problem solving</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Multi-Media Native American Portraits	
<ul style="list-style-type: none"> <li>♦ Dia de Los Muertos lessons referencing Mexico</li> <li>♦ American Christmas traditions with holiday stockings</li> <li>♦ Portrait drawing-Freida Kahlo</li> <li>♦ African American Art-Faith Ringgold-Storytelling thru Art</li> <li>♦ Mola Drawings referencing Panama</li> <li>♦ Origami Techniques referencing Japan</li> </ul>	
<b>Equipment needed:</b> Drawing papers and tools, multi-media craft supplies, origami paper	
<b>Teacher Instructional Resources:</b> Study sheets reflecting information about project, sample finished projects, art books with art history references, fine arts prints	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>♦ Teacher observation</li> <li>♦ Class Participation</li> <li>♦ Self-Assessment</li> </ul>	
<b>ACTIVITIES</b>	<b>MATERIALS</b>
<ul style="list-style-type: none"> <li>♦ Multi Media Winter Holiday/Christmas Projects</li> </ul>	<ul style="list-style-type: none"> <li>♦ Felt sheets, glue, scissors, glitter glue, wiggly eyes</li> <li>♦ Permanent markers, cotton balls</li> </ul>
<ul style="list-style-type: none"> <li>♦ Multi-Media Native American Indian Portraits and clay bowls</li> </ul>	<ul style="list-style-type: none"> <li>♦ Drawing paper and tools, markers, crayons, glue, feathers, instructional sheets with native American pictographs, cardboard mats, yarns, beads, feathers, air dried clay</li> </ul>
<ul style="list-style-type: none"> <li>♦ Dia de los Muertos lecture</li> </ul>	<ul style="list-style-type: none"> <li>♦ Worksheets and fine arts posters referencing Dia de los muertos themes</li> </ul>
<ul style="list-style-type: none"> <li>♦ Portrait Drawing</li> </ul>	<ul style="list-style-type: none"> <li>♦ Drawing and Coloring materials</li> </ul>
<ul style="list-style-type: none"> <li>♦ Mola Drawings</li> </ul>	<ul style="list-style-type: none"> <li>♦ Drawing and Coloring Materials</li> </ul>
<ul style="list-style-type: none"> <li>♦ Origami</li> </ul>	<ul style="list-style-type: none"> <li>♦ Finished project samples, step by step instruction sheets</li> </ul>
<ul style="list-style-type: none"> <li>♦ African American Storytelling in art thru drawing</li> </ul>	<ul style="list-style-type: none"> <li>♦ Drawing and coloring materials</li> </ul>

# Unit 2

# Materials and Methods in Creating Art

Unit Overview	
<b>Content Area: Visual Art</b>	
<b>Unit Title: Materials and Methods in Creating Art</b>	<b>Unit:</b>
<b>Target Course/Grade Level: 3</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: Artists use many different tools, techniques and materials in the creation of art. Exploring the use of the elements of art and principles of design, along with a variety of 2D media and tools, students will learn about the process and creation of various 2D art products.</b>	
Learning Targets	
Standards	
<b>1.1</b>	<b>The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art.
<b>1.3</b>	<b>Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating works of art
<b>9.1</b>	<b>21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (1.1.5.D.1)</li> <li>• The elements of art and principles of design are universal (1.1.5.D.2)</li> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (1.3.5.D.1)</li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (1.3.5.D.4)</li> <li>• Identifying criteria for evaluating performances results in deeper understanding of art and art-making. (1.4.5.B.1)</li> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.4.A.5)</li> <li>• Ethical behaviors support human rights and dignity in all aspects of life (9.1.4.F.2, 9.1.4.F.3)</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.5.D.1</b>	Identify elements of art and principles of design that are evident in everyday life
<b>1.1.5.D.2</b>	Compare and contrast works of art in various mediums that use the same art elements and principles of design
<b>1.3.5.D.1</b>	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design
<b>1.3.5.D.4</b>	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
<b>1.4.5.B.1</b>	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
<b>7.1.NM.A.1</b>	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
<b>7.1.NM.A.2</b>	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>7.1.NM.A.3</b>	Recognize a few common gestures and cultural practices associated with the target culture(s).
<b>7.1.NM.B.3</b>	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

**Lower Township School District**  
**Cape May, New Jersey**

<b>7.1.NM.B.4</b>	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
<b>9.1.4.A.5</b>	Apply critical thinking and problem-solving skills in classroom and family settings		
<b>9.1.4.F.2</b>	Explain how rules, laws, and safety practices protect individual rights in the global workplace		
<b>9.1.4.F.3</b>	Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ What different kinds of materials can be used to make art?</li> <li>♦ What is Art?</li> <li>♦ What is 2D Art (Dimensional Art)</li> <li>♦ What rules of art do artists use to make art? (Elements and Design Principles)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Artists use various techniques and materials to create 2Dimensional art forms.</li> <li>♦ Art Vocabulary concerning the elements and design principles expand knowledge of the arts.</li> <li>♦ Artist reference for Leonardo DaVinci (Italian) for portrait painting and skeleton studies; Georgia O’Keefe (American) for skeleton and skull painting along with Mexican Dia de los Muertos references; Freida Kahlo for portraits (Mexico).</li> </ul> </td> </tr> </table>		<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ What different kinds of materials can be used to make art?</li> <li>♦ What is Art?</li> <li>♦ What is 2D Art (Dimensional Art)</li> <li>♦ What rules of art do artists use to make art? (Elements and Design Principles)</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Artists use various techniques and materials to create 2Dimensional art forms.</li> <li>♦ Art Vocabulary concerning the elements and design principles expand knowledge of the arts.</li> <li>♦ Artist reference for Leonardo DaVinci (Italian) for portrait painting and skeleton studies; Georgia O’Keefe (American) for skeleton and skull painting along with Mexican Dia de los Muertos references; Freida Kahlo for portraits (Mexico).</li> </ul>
<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ What different kinds of materials can be used to make art?</li> <li>♦ What is Art?</li> <li>♦ What is 2D Art (Dimensional Art)</li> <li>♦ What rules of art do artists use to make art? (Elements and Design Principles)</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Artists use various techniques and materials to create 2Dimensional art forms.</li> <li>♦ Art Vocabulary concerning the elements and design principles expand knowledge of the arts.</li> <li>♦ Artist reference for Leonardo DaVinci (Italian) for portrait painting and skeleton studies; Georgia O’Keefe (American) for skeleton and skull painting along with Mexican Dia de los Muertos references; Freida Kahlo for portraits (Mexico).</li> </ul>		
<b>Unit Learning Targets (Outcomes) –</b>			
<i>Students will ...</i>			
<ul style="list-style-type: none"> <li>♦ Explore a variety of methods and materials to create 2Dimensional original works of art.</li> <li>♦ Identify art elements and principals of design in artworks and environment.</li> <li>♦ Apply art elements and principals of design to their own art work.</li> <li>♦ Utilize a variety of art tools materials and techniques responsibly to create art.</li> <li>♦ Use art terminology as appropriate, especially within the 2 Dimensional experience.</li> <li>♦ Recognize influences from Mexican cultural practices such as Dia de los Muertos (Day of the Dead)</li> <li>♦ Be aware of where countries referenced in cultural notations are on maps.</li> </ul>			
<b>Integration of Technology:</b> Instructional DVDs, Computer, TV			
<b>Technology Resources:</b> <a href="http://www.getty.edu/education">www.getty.edu/education</a> , <a href="http://incredibleart.org">incredibleart.org</a>			
<b>Opportunities for Differentiation:</b>			
<ul style="list-style-type: none"> <li>♦ Timeline flexibility</li> <li>♦ independent art activities</li> <li>♦ instruction using a variety of modalities.</li> </ul>			
<b>Teacher Notes:</b> Projects accomplishing unit may vary			
<b>Primary interdisciplinary connections:</b>			
<ul style="list-style-type: none"> <li>♦ Math, (shape recognition, positive and negative space)</li> <li>♦ Science-(color and light references Shadow, highlight), Skeleton study)</li> <li>♦ World Languages/Spanish and Geography referencing country placement for cultural awareness</li> </ul>			
<b>21<sup>st</sup> century themes:</b>			
<ul style="list-style-type: none"> <li>♦ <b>9.1.4.A.1</b></li> <li>♦ <b>9.1.4.A.5</b></li> </ul>			

Evidence of Learning
<b>Summative Assessment:</b> Seasonal Still life drawing -oil pastels- 4 classes
<ul style="list-style-type: none"> <li>♦ Self Portrait drawing – 2classes</li> <li>♦ Scratch paper drawing- 2 classes</li> <li>♦ Skeleton Studies- 2 classes</li> <li>♦ Seasonal tempera painting/ color wheel -3 classes</li> <li>♦ Visual Texture Landscape drawing-2 classes</li> <li>♦ Drawing Cartoon Characters-1 class</li> </ul>



**Lower Township School District  
Cape May, New Jersey**

**Equipment needed:** Drawing and painting papers, pencils, color pencils, crayons, markers, scratch papers and stylus, oil pastels, construction papers, tempera paint palettes and brushes.

**Teacher Instructional Resources:** Fine Art Prints illustrating still life, portraits and landscape as composition references, life size science skeleton, various study sheets reflecting class theme, class still life display

**Formative Assessments**

- ♦ Teacher Observation
- ♦ Class Participation
- ♦ Self-Assessment

ACTIVITIES	MATERIALS
♦ Drawing from autumn still life display	♦ Oil pastels, construction papers, still life display
♦ Scratchpaper drawing	♦ Various scratch papers styles
♦ Drawing 2D still life, landscape	♦ Drawing papers, markers, pencils, crayons
♦ Drawing self portraits	♦ Drawing materials, portrait reference papers
♦ Drawing the skeleton	♦ Life-size science skeleton for reference, white pencils on dark paper
♦ Still life/seasonal painting/color wheels	♦ Tempera paints, painting papers, class display
♦ Cartoon drawing	♦ Drawing DVDs for reference, drawing materials

# Unit 2: Part 2

# Materials and Methods

Unit Overview	
<b>Content Area: Visual Art</b>	
<b>Unit Title: Materials and Methods in Creating Art</b>	<b>Unit:</b>
<b>Target Course/Grade Level: 3</b>	<b>Timeline: ongoing</b>
<b>Unit Summary: Artists use many different kinds of materials to create art. Continuing to incorporate the elements of art and principles of design into their artwork, students will explore a variety of 3-Dimensional media and tools to create 3D art.</b>	
Learning Targets	
Standards	
<b>1.1</b>	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art..
<b>1.3</b>	Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating works of art
<b>9.1</b>	21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (1.1.5.D.1)</li> <li>• The elements of art and principles of design are universal (1.1.5.D.2)</li> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (1.3.5.D.1)</li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (1.3.5.D.4)</li> <li>• Identifying criteria for evaluating performances results in deeper understanding of art and art-making. (1.4.5.B.1)</li> <li>• Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and non-traditional job and careers. (9.3.4.A.3, 9.3.4.A.4, 9.3.4.A.6)</li> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.4.A.5)</li> <li>• Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem-solving (9.1.4.A.3)</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
<b>1.1.5.D.1</b>	Identify elements of art and principles of design that are evident in everyday life
<b>1.1.5.D.2</b>	Compare and contrast works of art in various mediums that use the same art elements and principles of design
<b>1.3.5.D.1</b>	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design
<b>1.3.5.D.4</b>	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
<b>1.4.5.B.1</b>	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
<b>7.1.NM.A.1</b>	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
<b>7.1.NM.A.2</b>	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
<b>7.1.NM.A.3</b>	Recognize a few common gestures and cultural practices associated with the target culture(s).

**Lower Township School District**  
**Cape May, New Jersey**

<b>7.1.NM.B.2</b>	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
<b>7.1.NM.B.3</b>	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
<b>7.1.NM.B.4</b>	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
<b>9.1.4.A.1</b>	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively		
<b>9.1.4.B.1</b>	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking		
<b>9.3.4.A.3</b>	Appraise personal likes and dislikes and identify careers that might be suited to personal likes		
<b>9.3.4.A.4</b>	Identify qualifications needed to pursue traditional and nontraditional careers and occupations		
<b>9.3.4.A.6</b>	Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ What different kinds of materials can be used to make art?</li> <li>♦ What is Art?</li> <li>♦ What is 3D Art (Dimensional Art)</li> <li>♦ What is the difference between 2D and 3D?</li> <li>♦ What rules of art do artists use to make art? (elements of art and principles of design)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Artists use various techniques, processes and materials to create 3 Dimensional art forms.</li> <li>• Art Vocabulary concerning the elements and design principles of art expand knowledge of the arts.</li> </ul> </td> </tr> </table>		<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ What different kinds of materials can be used to make art?</li> <li>♦ What is Art?</li> <li>♦ What is 3D Art (Dimensional Art)</li> <li>♦ What is the difference between 2D and 3D?</li> <li>♦ What rules of art do artists use to make art? (elements of art and principles of design)</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Artists use various techniques, processes and materials to create 3 Dimensional art forms.</li> <li>• Art Vocabulary concerning the elements and design principles of art expand knowledge of the arts.</li> </ul>
<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ What different kinds of materials can be used to make art?</li> <li>♦ What is Art?</li> <li>♦ What is 3D Art (Dimensional Art)</li> <li>♦ What is the difference between 2D and 3D?</li> <li>♦ What rules of art do artists use to make art? (elements of art and principles of design)</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Artists use various techniques, processes and materials to create 3 Dimensional art forms.</li> <li>• Art Vocabulary concerning the elements and design principles of art expand knowledge of the arts.</li> </ul>		
<p><b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>♦ Explore a variety of methods and materials to create 2Dimensional original works of art.</li> <li>♦ Identify art elements and principals of design in artworks and environment.</li> <li>♦ Apply art elements and principals of design to their own art work.</li> <li>♦ Utilize a variety of art tools materials and techniques responsibly to create art.</li> <li>♦ Use art terminology as appropriate, especially within the 2 Dimensional experience.</li> <li>♦ Understanding the difference between 2D &amp; 3D.</li> </ul>			
<p><b>Integration of Technology:</b> Instructional DVDs, Computer, TV</p>			
<p><b>Technology Resources:</b> <a href="http://www.getty.edu/education">www.getty.edu/education</a>, <a href="http://incredibleart.org">incredibleart.org</a></p>			
<p><b>Opportunities for Differentiation:</b></p> <ul style="list-style-type: none"> <li>♦ Timeline flexibility</li> <li>♦ independent art activities</li> <li>♦ instruction using a variety of modalities.</li> </ul>			
<p><b>Teacher Notes: Projects accomplishing unit may vary</b></p>			
<p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>♦ Math = (shape recognition, positive and negative space)</li> <li>♦ Science = (color and light references Shadow, highlight),</li> <li>♦ Social Studies = Native American Indians (multi-media portraits, clay bowls)</li> </ul>			
<p><b>21st Century Themes:</b></p> <ul style="list-style-type: none"> <li>♦ creativity and innovation</li> <li>♦ critical thinking and problem-solving</li> </ul>			

Evidence of Learning
<b>Summative Assessment:</b>
<ul style="list-style-type: none"> <li>• Multi media holiday stockings/gift bags</li> <li>• Air Dried Clay Bowls</li> <li>• Multi media Native American Indian Portraits</li> </ul>
<p><b>Equipment needed:</b> Felt, craft glue, yarns, glitter glue, pompoms, cotton balls, craft wiggly eyes, air dried clay and tools; animal patterned craft papers, beads, yarns, crayons and markers, feathers, cardboard mats.</p>
<p><b>Teacher Instructional Resources:</b> Fine Art Prints illustrating portraits, sample clay bowls, various study sheets reflecting class themes, sample holiday projects</p>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Discussion</li> <li>• Questioning</li> </ul>

ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> <li>• Multi-media Winter holiday stockings/gift bags</li> </ul>	<ul style="list-style-type: none"> <li>• Felt sheets, craft glues, pompoms and cotton balls, yarns, craft wiggly eyes, scissors</li> </ul>
<ul style="list-style-type: none"> <li>• Pinch Pot clay bowls</li> </ul>	<ul style="list-style-type: none"> <li>• Air-dried terra cotta clay</li> </ul>
<ul style="list-style-type: none"> <li>• Multi-media Native American Indians</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing materials, beads, feathers, animal skin patterned papes, glues, pipecleaners, cardboard mats.</li> </ul>