

**Lower Township School District  
Cape May, NJ**

<b>Unit Overview</b>	
<b>Content Area: Art</b>	
<b>Unit Title: Media</b>	
<b>Grade Level: 1</b>	<b>Timeline: 1 unit (3-4 weeks)</b>
<b>Anchor Standards:</b> <ol style="list-style-type: none"><li>1. Generating and conceptualizing ideas</li><li>2. Organizing and developing ideas</li><li>3. Refining and completing products</li><li>4. Selecting, analyzing, and interpreting work</li><li>5. Developing and refining techniques and models or steps needed to create products</li><li>6. Conveying Meaning through art</li><li>7. Perceiving and analyzing products</li><li>8. Interpreting intent and meaning</li><li>9. Applying Criteria to evaluate products</li><li>10. Synthesizing and relating knowledge and personal experiences to create products</li></ol>	
<b>Enduring Understandings</b>	
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	
Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.	
The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.	
Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	
Media artists require a range of skills and abilities to creatively solve problems.	
Media artists present, share and distribute media artworks through various social, cultural and political contexts.	
Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness	
Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent	
Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	

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Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions**

How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

How are complex media arts experiences constructed? At what point is a work considered "complete"?

How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?

How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

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**Performance Expectations**

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.
- 1.2.2.Cr1e: Choose ideas to create plans for media art production.

- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.

- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

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- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

**Learning Objectives**

**Students will know/learn...**

- Introductory elements to digital design and techniques
- How to use art on a digital platform

**Students will be able to...**

- Use art techniques and methods on a digital platform
- Create and design on a digital platform

**Accommodations and Modifications**

Special Education	<ul style="list-style-type: none"> <li>*follow 504/IEP accommodations</li> <li>*display project</li> <li>*create visual with labels</li> <li>*highlight and define important vocabulary</li> <li>*ask yes/no</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>*highlight and define important vocabulary</li> <li>*ask yes/no questions</li> <li>*display project samples and step by step directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>*Allow verbalization before creating</li> <li>*use audio materials when necessary</li> <li>*read directions aloud</li> <li>*Restate, reword, clarify directions</li> <li>*Re-teach concepts using small groups</li> <li>*Provide educational “breaks” as necessary</li> <li>*Chunking content into “digestible bites”</li> <li>*Shorten assignments to focus on mastery concept</li> <li>*Assignment, Project Modification Based on Individual Student Needs</li> <li>*Needs</li> <li>*Use mnemonic devices</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>Studio Choice</li> <li>Assignment, Project and Assessment Modification Based on Individual Students Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>Use audio materials when necessary</li> <li>Re-state, reword, clarify directions</li> <li>Re-teach concepts using small groups</li> <li>Allow verbalization before creating</li> <li>Read directions aloud</li> <li>Provide educational “breaks” as necessary</li> <li>Chunking content into “digestible bites”</li> </ul>

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	Shorten assignments to focus on mastery concept Use mnemonic devices
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<b>Assessments</b>
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Formative	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Verbal discussions</li> <li>● Teacher Observation</li> <li>● Class Discussion</li> <li>● Rubric</li> <li>● Self-Assessment</li> <li>● Effort</li> <li>● Use of art tools and materials</li> <li>● Experience art-making processes</li> <li>—Talk about artwork</li> <li>—Decide when artwork is complete</li> <li>—Become familiar with the expressive capabilities of digital art making</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Using 5 Point rubric</li> <li>● Identify Elements</li> <li>● Analyzing Student Artwork. Use of digital platform.</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>

<b>Interdisciplinary Connections</b>
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Math, science, social studies, vocabulary, technology, and literature
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<b>Integration of 21st Century Skills- NJSL 9</b>
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**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

**Standard 9.4 Life Literacies and Key Skills:** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology

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literacy\* that are critical for students to develop to live and work in an interconnected global economy.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data.

9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

**Career Readiness, Life Literacies, and Key Skills Practices**

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

**Integration of Technology**

Smart board, Ipad, camera

8.1.2.IC.1- Compare how individuals live and work before and after the implementation of new computing technology

8.1.2.AP.5- Describe a program's sequence of events, goals and expected outcomes.

8.2.2.ED.1- Communicate the function of a product or device

**Materials**

Pencil, crayon, paint sticks, watercolor paint, tempera paint, brushes, oil pastel, chalk, construction paper, scratch board, clay, clay tools, glaze, glue sticks, scissors, children's literature, posters, Smartboard, laptop, pastels, glue, Ipad

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<b>Instructional Units</b>
<ul style="list-style-type: none"><li>• Intro to digital design and concepts</li><li>• Creating art using digital platform</li></ul>

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<b>Unit Overview</b>	
<b>Content Area: Art</b>	
<b>Unit Title: Visual</b>	
<b>Grade Level: 1</b>	<b>Timeline: Integrated within units (Whole Year)</b>
<b>Anchor Standards:</b> <ol style="list-style-type: none"><li>1. Generating and conceptualizing ideas</li><li>2. Organizing and developing ideas</li><li>3. Refining and completing products</li><li>4. Selecting, analyzing, and interpreting work</li><li>5. Developing and refining techniques and models or steps needed to create products</li><li>6. Conveying Meaning through art</li><li>7. Perceiving and analyzing products</li><li>8. Interpreting intent and meaning</li><li>9. Applying Criteria to evaluate products</li><li>10. Synthesizing and relating knowledge and personal experiences to create products</li></ol>	
<b>Enduring Understandings</b>	
Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.	
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	
Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	



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People gain insights into meanings of artworks by engaging in the process of art criticism.

People evaluate art based on various criteria.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Essential Questions**

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

How do life experiences influence the way you relate to art? How does learning about art

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impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Performance Expectations**

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

- 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

- 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe

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the aesthetic characteristics within both the natural and constructed world.

- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

**Learning Objectives**

**Students will know/learn...**

- Color-Primary and Secondary Colors
- Shape-Basic Shapes
- Line-Different types
- Texture-Introduce students to different types of texture
- Various art forms
- Resources outside the classroom that are arts related
- Art is showcased in museums and galleries that are open to the public
- Name and use patterns
- Name and use primary colors
- Name and use warm colors
- Geometric shapes
- Use art tools and materials safely
- Basic Elements of Design in other works of art

**Students will be able to...**

- Compare various art forms
- Discuss the role of the illustrator in literature
- Be aware of resources outside the classroom that are arts related
- Demonstrate an appreciation for various art forms
- Examine the artistic endeavors of others through the use of art prints, art books, videos, and slides
- Experience the art making process
- Talk about artwork
- Decide when artwork is complete
- Become familiar with the expressive capabilities of crayons, pencils, paint, paper, and modeling material
- Use materials appropriately
- Follow all safety instructions

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- Produce works of art pertaining these elements
- Recognize these elements within other works of art
- Complete and understand art lessons based upon various art mediums
- Recognize the parallels between music, literature and the visual arts
- Develop an appreciation of multi-cultural artworks
- View and discuss artworks produced in different cultures
- Be aware of art galleries and museums
- Appreciate artwork in picture books
- Participate in school and community based art shows
- Develop fine motor skills
- Experience manipulative activities such as cutting, coloring, and gluing
  - Develop skills in stenciling, weaving, and bead stringing
- Gain knowledge of the elements of design
- Use the Basic Elements of Art to create specific works of art
- Use art tools and materials safely
- Discuss subject matter in artworks
- Become sensitive to the subject matter in art prints through storytelling and discussion
  - Participate in discussing the work of classmates
- Recognize the parallels between music, literature, and the visual arts
- Develop an appreciation of multi-cultural artworks
- Demonstrate an appreciation for various art forms
- Participate in cultural arts events
- Experience galleries, both virtually and personally
- Participate in school and community based art shows
- Appreciate artwork in picture books
- View and discuss artworks produced in different cultures
- Compare various art forms
- Discuss the role of the illustrator in literature
- Respond to the work of others in the class discussion
- Use basic art vocabulary to discuss artwork

<b>Accommodations and Modifications</b>	
Special Education	*follow 504/IEP accommodations *display project *create visual with labels *highlight and define important vocabulary *ask yes/no
English Language Learners	*highlight and define important vocabulary *ask yes/no questions *display project samples and step by step directions
Students At-Risk of School Failure	*Allow verbalization before creating *use audio materials when necessary *read directions aloud *Restate, reword, clarify directions *Re-teach concepts using small groups

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	<p>*Provide educational “breaks” as necessary          *Chunking content into “digestible bites”          *Shorten assignments to focus on mastery concept          *Assignment, Project Modification Based on Individual Student Needs          *Needs          *Use mnemonic devices</p>
Advanced Skills	<p>Studio Choice          Assignment, Project and Assessment Modification Based on Individual Students Needs</p>
Students with 504 Plans	<p>Use audio materials when necessary          Re-state, reword, clarify directions          Re-teach concepts using small groups          Allow verbalization before creating          Read directions aloud          Provide educational “breaks” as necessary          Chunking content into “digestible bites”          Shorten assignments to focus on mastery concept          Use mnemonic devices</p>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Verbal discussions</li> <li>● Teacher Observation</li> <li>● Class Discussion</li> <li>● Rubric</li> <li>● Self-Assessment</li> <li>● Effort</li> <li>● Use of art tools and materials</li> <li>● Examine the artistic endeavors of others through the use of art prints, art books, videos and slides               <ul style="list-style-type: none"> <li>— Discussion of subject matter in artworks</li> </ul> </li> <li>● Experience art-making processes               <ul style="list-style-type: none"> <li>— Talk about artwork</li> <li>— Decide when artwork is complete</li> <li>— Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials</li> </ul> </li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Using 5 Point rubric</li> <li>● Multiple Choice Assessments/ verbal understanding</li> <li>● Identify Elements</li> <li>● Analyzing Student Artwork. Students create skill-based projects each relating to the elements of design, such as color, line, point, shape, texture, space, form, and unity/harmony and are constantly and consistently assessed after each.</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>

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**Interdisciplinary Connections**

Math, science, social studies, vocabulary, technology, and literature

**Integration of 21st Century Themes and Skills- NJSL 9**

**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

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**Standard 9.2 Career Awareness, Exploration, Preparation and Training:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

**Standard 9.4 Life Literacies and Key Skills:** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

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9.4.2.IML.2: Represent data in a visual format to tell a story about the data.

9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

**Career Readiness, Life Literacies, and Key Skills Practices**

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.

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6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

**Integration of Technology**

Smart board, Ipad, camera, websites  
Examples- Youtube, Arthub, BrainPopJr.

**Materials**

Pencil, crayon, paint sticks, watercolor paint, tempera paint, brushes, oil pastel, chalk, construction paper, scratch board, clay, clay tools, glaze, glue sticks, scissors, children's literature, posters, Smartboard, laptop, pastels, glue

**Instructional**

- Studio Habits
  - *Examples:*
    - *Intro to materials*
    - *Proper clean up methods*
    - *Safety measures/materials*
    - *Critique etiquette*
- Elements/Principles of Art
  - *Examples:*
    - Line
    - Shape
    - Value
    - Space
    - Form
    - Color
    - Texture
- Performance
  - *Examples:*
    - Portfolio
    - Artistic Discussion
    - Application of methods and techniques
- Art History

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- *Examples:*
  - Representation of cultures
  - Time periods
  - Geography
  - Famous works of art
  - Famous Artists
  - Community
- Arts within the community