

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

Unit Overview	
Content Area: Art	
Unit Title: Visual Art	
Grade Level: 6	Timeline: 40 weeks
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. Refining and completing products4. Selecting, analyzing, and interpreting work5. Developing and refining techniques and models or steps needed to create products6. Conveying Meaning through art7. Perceiving and analyzing products8. Interpreting intent and meaning9. Applying Criteria to evaluate products10. Synthesizing and relating knowledge and personal experiences to create products	
Enduring Understandings	
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?

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

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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

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

- 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

- 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words or clearly communicate information to a diverse audience.

- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

- 1.5.5.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they

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influence ideas and emotions.
<ul style="list-style-type: none"> ● 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
<ul style="list-style-type: none"> ● 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
<ul style="list-style-type: none"> ● 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
<ul style="list-style-type: none"> ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
<ul style="list-style-type: none"> ● 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
8.2.8.ED.5: Explain the need for optimization in a design process.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

Accommodations and Modifications	
Special Education	Follow 504/IEP accommodations Ask yes/no questions Display project sample and step by step-by-step directions Highlight and define important vocabulary
English Language Learners	Highlight and define important vocabulary Ask yes/no questions Display project sample 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 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 Use mnemonic devices
Advanced Skills	Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs

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Students with 504 Plans	<p>Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices</p>
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Assessments	
Formative	<ul style="list-style-type: none"> ● Teacher observation ● Verbal discussions ● Teacher Observation ● Class Discussion ● Rubric ● Self-Assessment ● Effort ● Use of art tools and materials ● Examine the artistic endeavors of others through the use of art prints, art books, videos and slides <ul style="list-style-type: none"> — Discussion of subject matter in artworks ● Experience art-making processes <ul style="list-style-type: none"> — Talk about artwork — Decide when artwork is complete — Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials
Summative	<ul style="list-style-type: none"> ● Using 5 Point rubric ● Multiple Choice Assessments/ verbal understanding ● Identify Elements ● 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.
Benchmark	Projects
Alternative	Performance Tasks Projects

Interdisciplinary Connections
Math, Science, STEM, Social Studies, Vocabulary and Literature

Integration of 21st Century Themes and Skills/Career Education - NJSL 9
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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.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. • 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

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.

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

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.

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

Materials

Color Wheel, Scissors, Qtips, Clay	Color Pencils, Markers, Oil Pastels
Acrylic Paint, Watercolor, Tempera Paint	Clay tools
Tissue Paper	Pencil, Charcoal, Erasers
Watercolor Crayons	Yarn, Fabric, Felt
Glue, Hot and cold	Recycled materials
Paint brushes, foam rollers	Mirrors
Canvas, Watercolor paper, construction paper	Scratch Board Technology (computer/Ipad/smartboard)

Instructional Activities

- 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

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- Application of methods and techniques
- Art Display/Show/Share
- Art History
 - *Examples:*
 - Representation of cultures
 - Time periods
 - Geography
 - Famous works of art
 - Famous Artists
 - Art Styles
- Lessons/Units
 - *Examples:*
 - Color Theory
 - Perspective
 - Art & Abstraction
 - Realism
 - Portraiture
 - Drawing and Beyond
 - Sculpture
 - Fabric Art/Sewing/Mixed Media Weaving