

INTRO TO ART I (7) CURRICULUM

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include:

Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

2020 NEW JERSEY STUDENT LEARNING STANDARDS

[Visual Arts Standards 1.5 \(pgs 146-150\)](#)

[Media Arts Standards 1.2 \(pgs 50-54\)](#)

[Career Readiness, Life Literacies, and Key Skills Introduction](#)

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT
COURSE SUMMARY

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum	
Content Area: Art	
Course Title: Intro to Art I	Grade level: 7
Unit 1: <i>Elements of Art</i>	1 week (2-3 sessions)
Unit 2: <i>Exploring Line and Shape: The Creative Process</i>	2 weeks (4-5 sessions)
Unit 3: <i>Experimenting with Color</i>	3 weeks (5-6 sessions)
Unit 4: <i>Applying the Elements of Art & Advanced Art making Techniques</i>	5-6 weeks (8-10 sessions)
Date Created: 8/2022	Board Approved On:

UNIT 1 OVERVIEW

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 1 Overview
Content Area: Art
Unit Title: Elements of Art
Target Course/Grade Level: 7
Unit Summary: <ul style="list-style-type: none"> • Learn, identify, examine, and define the Elements of Art. • Create artworks that exemplify each Element of Art.
Interdisciplinary Connections: <ul style="list-style-type: none"> • New Jersey Student Learning Standards Mathematics (Using a Ruler, 3D Shapes)

21st Century Themes, Skills, and Standards:
(Career Readiness, Life Literacies, and Key Skills)

- Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a problem.
- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

UNIT 1 LEARNING TARGETS

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
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.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

UNIT 1 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • <i>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?</i> • <i>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?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • 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.
<p>Unit Objectives: Students will know....</p> <ul style="list-style-type: none"> • unit specific vocab • the seven elements of art • artists use the elements of art in their artwork • Not all elements of art are used in an 	<p>Unit Objectives: Students will be able to.....</p> <ul style="list-style-type: none"> • Become familiar with the Elements of Art. • Identify, organize, apply, and create examples of the Elements of Art. • Give a 3D shape or object form.

<p>artwork, but at least 1 is used.</p> <ul style="list-style-type: none"> • how to draw 3D shapes • how to shade 3D shapes • How to show each element of art through design. • Safety precautions regarding art supplies utilized. 	<ul style="list-style-type: none"> • Demonstrate responsibility with art supplies and follow all safety protocols. • 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. • Demonstrate persistence and willingness to experiment and take risks during the artistic process. • Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. • Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. • 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. • Use art supplies in a safe and responsible way.
---	--

UNIT 2 OVERVIEW

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 2 Overview</p>
<p>Content Area: Art</p>
<p>Unit Title: Exploring Line and Shape: The Creative Process</p>
<p>Target Course/Grade Level: 7</p>

Unit Summary:

- Explore the foundational Elements of Art, line & shape.
- Create an artwork that will demonstrate their understanding of line & shape.
- Gain a deeper understanding of the Elements of Art.

Interdisciplinary Connections:

- New Jersey Student Learning Standards Mathematics (Using a Ruler, measuring, parallel lines- math vocabulary).
- New Jersey Student Learning Standards Social Studies (Historical Events and Global Issues)

21st Century Themes, Skills, and Standards:
(Career Readiness, Life Literacies, and Key Skills)

- Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a problem.
- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

UNIT 2 LEARNING TARGETS

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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 to 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.

UNIT 2 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • <i>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</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • 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
---	--

<p><i>what resources and criteria are needed to formulate artistic investigations?</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>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?</i> 	<p>with objects, places, and design that define, shape, enhance, and empower their lives.</p> <ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • unit specific vocab • the seven elements of art • artists use the elements of art in their artwork • unit specific art making skills • Safety precautions regarding art supplies utilized. • artist statement • self-assessment 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Create an artwork that exemplifies an understanding of the Elements of art, specifically line & shape. • Gain deeper understanding of the elements of art • Gain a deeper understanding of shape & line. • Demonstrate their understanding of Line & Shape. • Self-Assess their artwork • Demonstrate responsibility with art supplies and follow all safety protocols. • 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 • Develop criteria, identify goals and collaboratively investigate an aspect of

	<p>present-day life, using contemporary practice of art or design.</p> <ul style="list-style-type: none"> • Demonstrate persistence and willingness to experiment and take risks during the artistic process. • Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. • Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. • Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
--	---

UNIT 3 OVERVIEW

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 3 Overview</p>
<p>Content Area: Art</p>
<p>Unit Title: Experimenting with Color</p>
<p>Target Course/Grade Level: 7</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> • Creating artwork surrounding an art movement/artist that explores color. • Learn about historical events that connect to the artist or art movement. • Exploring color • Experimenting with color • Learn Color Theory • Deeper dive into self-assessment

Interdisciplinary Connections:

- New Jersey Student Learning Standards Mathematics (Using a Ruler, measuring, parallel lines- math vocabulary).
- New Jersey Student Learning Standards Social Studies (Historical Events and Global Issues)

21st Century Themes, Skills, and Standards:
(Career Readiness, Life Literacies, and Key Skills)

- Civic Financial Responsibility 1: Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.
- Civic Financial Responsibility 2: Individuals can use their talents, resources, and abilities to give back.
- Career Awareness and Planning 1: An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- Career Awareness and Planning 18: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a problem.
- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work
- Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.
- Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

UNIT 3 LEARNING TARGETS

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit

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.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 impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
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.
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.

<p>1.5.8.Cn11a</p>	<p>Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p>
<p>1.5.8.Cn11b</p>	<p>Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>

UNIT 3 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • <i>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?</i> • <i>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?</i> • <i>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?</i> • <i>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?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • 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 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.
--	--

<ul style="list-style-type: none"> ● <i>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?</i> ● <i>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?</i> ● <i>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?</i> 	<ul style="list-style-type: none"> ● 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. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. ● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● unit specific vocab ● the seven elements of art ● artists use the elements of art in their artwork ● color theory ● unit specific art movement or artist ● global issues ● how to experiment with color ● how to identify the use of color in an artwork ● unit specific art making skills ● theme-based artwork ● self- assessment ● Safety precautions regarding art supplies utilized. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Demonstrate responsibility with art supplies and follow all safety protocols. ● Use knowledge from artist or art movement to support and inspire their artwork. ● Create an artwork that exemplifies their understanding and exploration of color. ● Self-assess themselves with more complex reflections and responses. ● Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. ● Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. ● Evaluate a collection or presentation based on this criterion. ● Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

	<ul style="list-style-type: none"> ● Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. ● Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. ● Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. ● Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. ● 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. ● Create a convincing and logical argument to support an evaluation of art. ● Explain the difference between personal and established criteria for evaluating artwork. ● Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● Analyze and contrast how art forms are used to reflect global issues, including climate change.
--	---

UNIT 4 OVERVIEW

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 4 Overview</p>
<p>Content Area: Art</p>
<p>Unit Title: Applying the Elements of Art & Advanced Art making Techniques</p>

Target Course/Grade Level: 7

Unit Summary:

- Learn advanced art making techniques
- Apply advanced art making techniques to create an artwork
- Use information that they have learned about the elements of art to support their creation of their artwork.
- Create an artist statement

Interdisciplinary Connections:

- New Jersey Student Learning Standards Mathematics (Using a Ruler, measuring, parallel lines- math vocabulary).
- New Jersey Student Learning Standards Social Studies (Historical Events and Global Issues)

21st Century Themes, Skills, and Standards:
(Career Readiness, Life Literacies, and Key Skills)

- Civic Financial Responsibility 1: Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.
- Civic Financial Responsibility 2: Individuals can use their talents, resources, and abilities to give back.
- Career Awareness and Planning 1: An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- Career Awareness and Planning 18: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a problem.
- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work
- Digital Citizenship: Digital technology and data can be leveraged by communities to

address effects of climate change.

- Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT
UNIT 4 LEARNING TARGETS

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
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 to 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.
1.5.8.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.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

UNIT 4 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • <i>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?</i> • <i>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?</i> • <i>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?</i> • <i>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?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • 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 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. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • unit specific vocab • the seven elements of art • artists use the elements of art in their artwork • unit specific art movement or artist 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Create an artwork with advanced art making techniques • Create an artwork with the help of information from previous units.

- global issues
- unit specific art making skills
- how to improve their art making skills
- how to apply advanced art making techniques
- theme based artwork
- self-assessment
- Safety precautions regarding art supplies utilized.

- Demonstrate an understanding and responsibility with art supplies by following safety protocols.
- 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.
- Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
- Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology.
- Evaluate a collection or presentation based on this criterion.
- Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- Analyze and contrast how art forms are used to reflect global issues, including climate change.

EVIDENCE OF LEARNING

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons:

- Daily check-ins
- Exit Ticket
- Worksheets
- One-on-one meetings with students
- Classroom polls
- Thumbs up thumbs down activities
- Jamboard
- Quizlet
- Journal entries (digital & traditional).

Summative Assessment Utilized throughout Units:

- Hands-on Visual Arts projects
- Tic-Tac-Toe Board (multiple options)
- Digital Media Projects
- Journal Entries

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12

public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLS

HERE

Project-based Learning Tasks:

- Hands-on Art Projects
- Tic-tac-toe board optional choices for some units (link [here](#))

Vocabulary:

- In-text vocabulary incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:

- Jamboard
- Pixil Art
- Digital Journals
- Kahoot
- Jeopardy online
- Quizlet
- Google Arts And Culture
- Youtube
- ThingLink

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT
DIFFERENTIATION STRATEGIES

Differentiation Strategies <i>Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.</i>	
Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

	important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

RESOURCES & TEXTS

Curriculum development Resources/Instructional Materials:
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> • . NJSLS Visual Arts Standards • Please email Art Teacher for copies of all materials. Can also be accessed on Google Classroom.

Board of Education Approved Text(s)
<ul style="list-style-type: none"> • List BOE Approved text here