



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

VISUAL ART

Grade K

ABSTRACT

Experience with and knowledge of the arts are essential components of all curricula in the 21st Century. As the state of New Jersey works to transform public education to meet the needs of a changing world, including the development of life literacies and key skills as well as career development, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

Elmwood Park's K-5 Visual Art program, which meets on a weekly basis, will provide students with a license to express themselves freely to their full potential. The ability to do so will complement student achievement academically as well as personally. This curriculum is meant to guide staff in creating meaningful experiences in the visual arts according to the standards set by the New Jersey Department of Education. The Enduring Understandings and Essential Questions included in this document are intended to facilitate lesson-planning objectives. Opportunities for interdisciplinary connections and meaningful assessment strategies can be found in this document.

UNIT #: <i>Unit Title</i> Number of Days	UNIT 1: Shape 5 days (Students meet weekly.)
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>	
ESTABLISHED GOALS: <i>(2020 NJSLS)</i>	Visual and Performing Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.5.2.Cr1a 1.5.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c <i>Anchor Standard 3: Refining and completing products.</i> 1.5.2.Cr3a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.5.2.Re7a 1.5.2.Re7b 1.5.2R3a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.5.2.Cn10a Technology 8.1.2.A.1 8.1.2.E.1

	Media Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.2.2.Cr1a 1.2.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.2.2.Cr2b <i>Anchor Standard 3: Refining and completing products.</i> 1.2.2.Cr3a Producing <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> 1.2.2.Pr4a <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> 1.2.2.Pr5a 1.2.2.Pr5b 1.2.2.Pr5c <i>Anchor Standard 6: Conveying meaning through art.</i> 1.2.2.Pr6a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.2.2.Re7b <i>Anchor Standard 8: Interpreting intent and meaning.</i> 1.2.2.Re8a <i>Anchor Standard 9: Applying criteria to evaluate products.</i> 1.2.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.2.2.Cn10a <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> 1.2.2.Cn11a 1.2.2.Cn11b Career Readiness, Life Literacies, and Key Skills
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	<i>Creativity and Innovation</i> 9.4.2.CI.1 9.4.2.CI.2 <i>Critical Thinking and Problem-solving</i> 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 <i>Digital Citizenship</i> 9.4.2.DC.2 9.4.2.DC.6 9.4.2.DC.7 <i>Global and Cultural Awareness</i> 9.4.2.GCA.1 <i>Information and Media Literacy</i> 9.4.2.IML.1 9.4.2.IML.3 <i>Technology Literacy</i> 9.4.2.TL.1 9.4.2.TL.6
ENDURING UNDERSTANDINGS: (Students will understand that . . .)	● The element of shape is the building block of design and is visible in artwork. ● Anything can be created with simple shapes. ● There are a variety of shapes that can influence the feel of artwork. ● Geometric and organic shapes can create a different effect in artwork. ● Artists use a variety of tools and materials to make shapes in art. ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. ● 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. ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. MEDIA ARTS: ● Media arts use a variety of sources such as imaginative 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 created 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. ● Analysis of media artworks provides clues to their expressive intent. ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. ● 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: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	● What tools and materials do you need to create shapes in art? How do artists use them? ● Where do we see shapes in art and in the world? ● Why do we need to know this element of art? ● How do we use shapes to organize ideas and problem solve? ● How can different types or placement of shapes affect the viewer's perception of artwork? ● What conditions, attitudes, and behaviors support creativity and innovative thinking?

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| | <ul style="list-style-type: none"> • How does collaboration expand the creative process? • How do artists work? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools and equipment? • How do artists grow and become accomplished in art forms? • 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? • 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? <p>MEDIA:</p> <ul style="list-style-type: none"> • How do media artists generate ideas? • How can creative risks be encouraged? • How do media artists work? • How do media artists learn from trial and error? • How do media artists improve/refine their work? • At what point is a work considered "complete"? • How do media artists use various tools and techniques? • Why do various venues exist for presenting, sharing or distributing media artworks? • How do you analyze and react to 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 is personal preference different from an evaluation? • How does engaging in creating media artworks enrich people's lives? • 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 in different times, places, and cultures? • How is art used to impact the views of society? • How does art mirror aspects of life? |
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STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS:

*(Through what authentic performance tasks will students demonstrate the desired understandings?)
(By what criteria will performances of understanding be judged?)*

- Create 2-D/3-D works of art using shape.
- Create 2-D, 3-D works of art inspired by the introduction of the element of shape using a wide variety of material and techniques which can be assessed by informally identifying the elements of art combined with the patterns found in nature.
- Make an informal assessment identifying the elements of shape in art and the world.
- Construct more complex images using simple shapes.
- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

OTHER EVIDENCE:

*(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)
(How will students self-assess their learning?)*

- Projects
- Peer Critique
- Teacher Critique
- Self Critique
- Group Discussions
- Class Discussions
- Activities

RESOURCES:

- Laptop/Projector
- Tools for Creating Shapes (i.e. rulers, tracers, compass)

	● Teacher Examples ● Previous Student Examples ● Artist Reproduction Posters ● Teacher Demonstration Technique ● Support Videos ● Variety of art supplies, including but not limited to, pencils, erasers, paper, glue, scissors, construction paper, paints (acrylic, tempera, watercolor), brushes, markers, colored pencils, crayons, and clay.
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>	
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	● Basic shape identification and reproduction ● Using shape to create a realistic image ● Using shape to create an abstract image ● Repeating shape to create a pattern or collage ● Create an image showing the difference between geometric and organic shapes ● Understand vocabulary related to the element of shape ● Example Activities: ○ Meet the Shapes ○ Shape Lion ○ Shape Monster
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are</i>	CROSS-CURRICULAR and EXAMPLE ACTIVITIES Social Studies - 6.3.2.CivicsPD.1 <i>Students will use their art to bring awareness of a local issue to school and/or community members and make recommendations for change.</i> ELA - W.K.6 <i>Students will produce writing to go along with or describe their work.</i> Math - K.CC , K.MD, K.G <i>Students will utilize counting, measurement and geometry throughout their art making.</i>

<i>included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	DIFFERENTIATION Special Education/504: • Modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • Preferential seating • Collaborative grouping • Provide students with anchor charts of useful shapes in art ELL • Cooperative Grouping • Extended Time • Visual Referencing • Provide students with bilingual reference chart of shapes under consideration Gifted & Talented • Abstract and advanced higher level thinking • Allowance for individual student interest • Complex, in-depth assignments • Variety in types of resources • Allow students to explore use of complex / atypical shapes in their design process At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Use real world examples of shape to reinforce relevance
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UNIT #: <i>Unit Title</i>	UNIT 2: Color
Number of Days	5 days (Students meet weekly.)
STAGE 1: DESIRED RESULTS	

<i>What will students understand as a result of the unit? What are the BIG ideas?</i>	
ESTABLISHED GOALS: (NJSLS)	Visual and Performing Arts Creating Anchor Standard 1: <i>Generating and conceptualizing ideas.</i> 1.5.2.Cr1a 1.5.2.Cr1b Anchor Standard 2: <i>Organizing and developing ideas.</i> 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c Anchor Standard 3: <i>Refining and completing products.</i> 1.5.2.Cr3a Responding Anchor Standard 7: <i>Perceiving and analyzing products.</i> 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re9a Connecting Anchor Standard 10: <i>Synthesizing and relating knowledge and personal experiences to create products.</i> 1.5.2.Cn10a Technology 8.1.2.A.1 8.1.2.E.1 Media Arts Creating Anchor Standard 1: <i>Generating and conceptualizing ideas.</i> 1.2.2.Cr1a 1.2.2.Cr1b Anchor Standard 2: <i>Organizing and developing ideas.</i> 1.2.2.Cr2b Anchor Standard 3: <i>Refining and completing products.</i> 1.2.2.Cr3a

	Producing <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> 1.2.2.Pr4a <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> 1.2.2.Pr5a 1.2.2.Pr5b 1.2.2.Pr5c <i>Anchor Standard 6: Conveying meaning through art.</i> 1.2.2.Pr6a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.2.2.Re7b <i>Anchor Standard 8: Interpreting intent and meaning.</i> 1.2.2.Re8a <i>Anchor Standard 9: Applying criteria to evaluate products.</i> 1.2.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.2.2.Cn10a <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> 1.2.2.Cn11a 1.2.2.Cn11b Career Readiness, Life Literacies, and Key Skills <i>Creativity and Innovation</i> 9.4.2.Cl.1 9.4.2.Cl.2 <i>Critical Thinking and Problem-solving</i> 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 <i>Digital Citizenship</i> 9.4.2.DC.2
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	9.4.2.DC.6 9.4.2.DC.7 <i>Global and Cultural Awareness</i> 9.4.2.GCA.1 <i>Information and Media Literacy</i> 9.4.2.IML.1 9.4.2.IML.3 <i>Technology Literacy</i> 9.4.2.TL.1 9.4.2.TL.6
ENDURING UNDERSTANDINGS: (Students will understand that . . .)	• The element of color is a building block of design and is visible in artwork. • Primary colors can create all other colors; but they cannot be created. • There are a variety of colors and groups of color that can influence the feel of artwork. • The colors of the rainbow include the primary and secondary colors. • The color wheel is a useful tool in visualizing the primary, secondary, tertiary, monochromatic, analogous, and complementary colors. • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. • 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. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. MEDIA ARTS: • Media arts use a variety of sources such as imaginative 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 created 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. • Analysis of media artworks provides clues to their expressive intent. • Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. • 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: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• What tools and materials do you need to create color in art? How do artists use them? • Where do we see different color combinations in art and in the world? • Why do we need to know this element of art? • How do we use color to create a specific feeling? • How can different types or placement of color affect the viewer's perception of artwork? • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How does collaboration expand the creative process? • How do artists work? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools and equipment? • How do artists grow and become accomplished in art forms? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world?

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| | <ul style="list-style-type: none"> • 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? • 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? <p>MEDIA:</p> <ul style="list-style-type: none"> • How do media artists generate ideas? • How can creative risks be encouraged? • How do media artists work? • How do media artists learn from trial and error? • How do media artists improve/refine their work? • At what point is a work considered "complete"? • How do media artists use various tools and techniques? • Why do various venues exist for presenting, sharing or distributing media artworks? • How do you analyze and react to 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 is personal preference different from an evaluation? • How does engaging in creating media artworks enrich people's lives? • 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 in different times, places, and cultures? • How is art used to impact the views of society? • How does art mirror aspects of life? |
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STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS:

(Through what authentic performance tasks will students demonstrate the desired understandings?)

(By what criteria will performances of understanding be judged?)

- Create 2-D/3-D works of art using color.
- Create 2-D, 3-D works of art inspired by the introduction of the element of color using a wide variety of material and techniques which can be assessed by informally identifying the elements of art combined with the patterns found in nature.
- Make an informal assessment identifying the elements of color in art and the world.
- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

OTHER EVIDENCE:

(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)

(How will students self-assess their learning?)

- Projects
- Peer Critique
- Teacher Critique
- Self Critique
- Group Discussions
- Class Discussions
- Activities

RESOURCES:

- Laptop/Projector
- Teacher Examples

	● Previous Student Examples ● Artist Reproduction Posters ● Teacher Demonstration Technique ● Support Videos ● Variety of art supplies, including but not limited to, pencils, erasers, paper, glue, scissors, construction paper, paints (acrylic, tempera, watercolor), brushes, markers, colored pencils, crayons, and clay.
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>	
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	● Basic color identification ● Basic color mixing (primary, secondary, tertiary) ● Using color to create a realistic image ● Using color to create an abstract image ● Repeating color to create a pattern or collage ● Reproducing the colors of the rainbow in a project ● Understand vocabulary related to the element of color ● Example Activities: ○ Rainbow Game ○ Rainbow Pumpkin ○ Cool Color City
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i>	CROSS-CURRICULAR and EXAMPLE ACTIVITIES Social Studies - 6.3.4.A.3 <i>Students will use their art to bring awareness of a local issue to school and/or community members and make recommendations for change.</i> ELA - W.K.6 <i>Students will produce writing to go along with or describe their work.</i> Math - K.CC , K.MD, K.G <i>Students will utilize counting, measurement and geometry throughout their art making.</i>

<i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	DIFFERENTIATION Special Education/504: • Modifications as dictated in IEP/504 • Collaboration with Child Study Team and/or parent • Preferential seating • Collaborative grouping • Provide students with color wheels / blending charts based on media ELL • Cooperative Grouping • Extended Time • Visual Referencing • Provide students with bilingual color reference materials Gifted & Talented • Abstract and advanced higher level thinking • Allowance for individual student interest • Complex, in-depth assignments • Variety in types of resources • Allow students to explore greater variations within a color family At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Reinforce with students practical applications of color theory
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UNIT #: <i>Unit Title</i>	UNIT 3: Line
Number of Days	5 days (Students meet weekly.)
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>	

ESTABLISHED GOALS: (NJSLS)	Visual and Performing Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.5.2.Cr1a 1.5.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c <i>Anchor Standard 3: Refining and completing products.</i> 1.5.2.Cr3a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.5.2.Cn10a Technology 8.1.2.A.1 8.1.2.E.1 Media Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.2.2.Cr1a 1.2.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.2.2.Cr2b <i>Anchor Standard 3: Refining and completing products.</i> 1.2.2.Cr3a Producing
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Anchor Standard 4: Selecting, analyzing, and interpreting work.

1.2.2.Pr4a

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2.2.Pr5a

1.2.2.Pr5b

1.2.2.Pr5c

Anchor Standard 6: Conveying meaning through art.

1.2.2.Pr6a

Responding

Anchor Standard 7: Perceiving and analyzing products.

1.2.2.Re7b

Anchor Standard 8: Interpreting intent and meaning.

1.2.2.Re8a

Anchor Standard 9: Applying criteria to evaluate products.

1.2.2.Re9a

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.2.2.Cn10a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.2.2.Cn11a

1.2.2.Cn11b

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation

9.4.2.CI.1

9.4.2.CI.2

Critical Thinking and Problem-solving

9.4.2.CT.1

9.4.2.CT.2

9.4.2.CT.3

Digital Citizenship

9.4.2.DC.2

9.4.2.DC.6

	9.4.2.DC.7 <i>Global and Cultural Awareness</i> 9.4.2.GCA.1 <i>Information and Media Literacy</i> 9.4.2.IML.1 9.4.2.IML.3 <i>Technology Literacy</i> 9.4.2.TL.1 9.4.2.TL.6
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	● The element of line is the building block of design and is visible in artwork. ● Anything can be created with simple lines. ● There are a variety of lines that can be used in an image including; but not limited to; thin, thick, straight, curvy, broad, calligraphic, expressive, horizontal and vertical. ● Artists use a variety of tools and materials to make lines in art. ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. ● 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. ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. MEDIA ARTS: ● Media arts use a variety of sources such as imaginative 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 created 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. • Analysis of media artworks provides clues to their expressive intent. • Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. • 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: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• What tools and materials do you need to create lines in art? How do artists use them? • Where do we see lines in art and in the world? • Why do we need to know this element of art? • How do we use lines to plan the space in our picture? • How can different types or placement of lines affect the viewer's perception of artwork? • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How does collaboration expand the creative process? • How do artists work? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools and equipment? • How do artists grow and become accomplished in art forms?

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| | <ul style="list-style-type: none"> ● 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? ● 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? <p>MEDIA:</p> <ul style="list-style-type: none"> ● How do media artists generate ideas? ● How can creative risks be encouraged? ● How do media artists work? ● How do media artists learn from trial and error? ● How do media artists improve/refine their work? ● At what point is a work considered "complete"? ● How do media artists use various tools and techniques? ● Why do various venues exist for presenting, sharing or distributing media artworks? ● How do you analyze and react to 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 is personal preference different from an evaluation? ● How does engaging in creating media artworks enrich people's lives? ● 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 in different times, places, and cultures? ● How is art used to impact the views of society? ● How does art mirror aspects of life? |
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STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>	
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i>	● Create 2-D/3-D works of art using lines. ● Create 2-D, 3-D works of art inspired by the introduction of the element of line using a wide variety of material and techniques which can be assessed by informally identifying the elements of art combined with the patterns found in nature. ● Make an informal assessment identifying the elements of line in art and the world. ● Construct more complex images using simple lines. ● Create a contrasting image using a variety of types of lines. ● Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	● Projects ● Peer Critique ● Teacher Critique ● Self Critique ● Group Discussions ● Class Discussions ● Activities
RESOURCES:	● Laptop/Projector ● Tools for Creating Lines (i.e. rulers)

	● Teacher Examples ● Previous Student Examples ● Artist Reproduction Posters ● Teacher Demonstration Technique ● Support Videos ● Variety of art supplies, including but not limited to, pencils, erasers, paper, glue, scissors, construction paper, paints (acrylic, tempera, watercolor), brushes, markers, colored pencils, crayons, and clay.
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>	
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	● Basic line identification and reproduction ● Using line to create a realistic image ● Using line to create an abstract image ● Repeating line to create a pattern or collage ● Create an image using a variety of lines ● Understand vocabulary related to the element of line. ● Example Activities: ○ A Line Can Be Book & Activity ○ Firework Lines ○ Crazy Hair Day
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are</i>	CROSS-CURRICULAR and EXAMPLE ACTIVITIES Social Studies - 6.3.4.A.3 <i>Students will use their art to bring awareness of a local issue to school and/or community members and make recommendations for change.</i> ELA - W.K.6 <i>Students will produce writing to go along with or describe their work.</i> Math - K.CC , K.MD, K.G

<i>included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<i>Students will utilize counting, measurement and geometry throughout their art making.</i> DIFFERENTIATION Special Education/504: • Modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • Preferential seating • Collaborative grouping • Provide students with multiple models of line in use ELL • Cooperative Grouping • Extended Time • Visual Referencing • Provide students with bilingual reference of common terminology to use with line Gifted & Talented • Abstract and advanced higher level thinking • Allowance for individual student interest • Complex, in-depth assignments • Variety in types of resources • Encourage exploration of related concepts, such as perspective At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Have students examine famous examples of line in art
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UNIT #: <i>Unit Title</i>	UNIT 4: Space
Number of Days	5 days (Students meet weekly.)

STAGE 1: DESIRED RESULTS

What will students understand as a result of the unit? What are the BIG ideas?

ESTABLISHED GOALS:
(NJSLS)

Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

1.5.2.Cr1a

1.5.2.Cr1b

Anchor Standard 2: Organizing and developing ideas.

1.5.2.Cr2a

1.5.2.Cr2b

1.5.2.Cr2c

Anchor Standard 3: Refining and completing products.

1.5.2.Cr3a

Responding

Anchor Standard 7: Perceiving and analyzing products.

1.5.2.Re7a

1.5.2.Re7b

1.5.2.Re9a

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.2.Cn10a

Technology

8.1.2.A.1

8.1.2.E.1

Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.2.Cr1a

1.2.2.Cr1b

Anchor Standard 2: Organizing and developing ideas.

1.2.2.Cr2b

Anchor Standard 3: Refining and completing products.

1.2.2.Cr3a

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

1.2.2.Pr4a

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2.2.Pr5a

1.2.2.Pr5b

1.2.2.Pr5c

Anchor Standard 6: Conveying meaning through art.

1.2.2.Pr6a

Responding

Anchor Standard 7: Perceiving and analyzing products.

1.2.2.Re7b

Anchor Standard 8: Interpreting intent and meaning.

1.2.2.Re8a

Anchor Standard 9: Applying criteria to evaluate products.

1.2.2.Re9a

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.2.2.Cn10a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.2.2.Cn11a

1.2.2.Cn11b

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation

9.4.2.CI.1

9.4.2.CI.2

Critical Thinking and Problem-solving

9.4.2.CT.1

9.4.2.CT.2

9.4.2.CT.3

	<i>Digital Citizenship</i> 9.4.2.DC.2 9.4.2.DC.6 9.4.2.DC.7 <i>Global and Cultural Awareness</i> 9.4.2.GCA.1 <i>Information and Media Literacy</i> 9.4.2.IML.1 9.4.2.IML.3 <i>Technology Literacy</i> 9.4.2.TL.1 9.4.2.TL.6
ENDURING UNDERSTANDINGS: (Students will understand that . . .)	● The element of space is a building block of detailed design and is visible in artwork. ● Space can be created using proportion and scale. ● There are a variety of ways to create the illusion of space. ● Creating the illusion of space in art makes the image more realistic. ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. ● 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. ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. MEDIA ARTS: ● Media arts use a variety of sources such as imaginative 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 created

	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. ● Analysis of media artworks provides clues to their expressive intent. ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. ● 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: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	● What tools and materials do you need to create space in art? How do artists use them? ● Where do we see space in art and in the world? ● Why do we need to know this element of art? ● How do we use space to enhance our artwork? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● How do artists grow and become accomplished in art forms? ● 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?

- 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?

MEDIA:

- How do media artists generate ideas?
- How can creative risks be encouraged?
- How do media artists work?
- How do media artists learn from trial and error?
- How do media artists improve/refine their work?
- At what point is a work considered "complete"?
- How do media artists use various tools and techniques?
- Why do various venues exist for presenting, sharing or distributing media artworks?
- How do you analyze and react to 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 is personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives?
- 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 in different times, places, and cultures?
- How is art used to impact the views of society?
- How does art mirror aspects of life?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	● Create 2-D/3-D works of art using space. ● Create 2-D, 3-D works of art inspired by the introduction of the element of space using a wide variety of material and techniques which can be assessed by informally identifying the elements of art combined with the patterns found in nature. ● Make an informal assessment identifying the elements of space in art and the world. ● Construct more complex images using space. ● Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	● Projects ● Peer Critique ● Teacher Critique ● Self Critique ● Group Discussions ● Class Discussions ● Activities
RESOURCES:	● Laptop/Projector ● Tools for Creating Space (i.e. rulers, tracers, compass) ● Teacher Examples ● Previous Student Examples ● Artist Reproduction Posters ● Teacher Demonstration Technique

	● Support Videos ● Variety of art supplies, including but not limited to, pencils, erasers, paper, glue, scissors, construction paper, paints (acrylic, tempera, watercolor), brushes, markers, colored pencils, crayons, and clay.
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>	
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	● Using size to create the illusion of space ● Using space to create a realistic image ● Using space to create an abstract image ● Understand vocabulary related to the element of space. ● Example Activities: ○ Perspective Penguins ○ Catching Snowflakes
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	CROSS-CURRICULAR and EXAMPLE ACTIVITIES Social Studies - 6.3.4.A.3 <i>Students will use their art to bring awareness of a local issue to school and/or community members and make recommendations for change.</i> ELA - W.K.6 <i>Students will produce writing to go along with or describe their work.</i> Math - K.CC , K.MD, K.G <i>Students will utilize counting, measurement and geometry throughout their art making.</i> DIFFERENTIATION Special Education/504: ● Modifications as dictated in IEP/504 plan ● Collaboration with Child Study Team and/or parent ● Preferential seating ● Collaborative grouping ● Break process of creating three dimensional images into smaller steps ELL

	• Cooperative Grouping • Extended Time • Visual Referencing • When labeling models, provide multilingual labels Gifted & Talented • Abstract and advanced higher level thinking • Allowance for individual student interest • Complex, in-depth assignments • Variety in types of resources • Allow students to experiment with variations on creating three dimensional images At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Highlight for students how space is used in popular media (e.g., comics)
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UNIT #: <i>Unit Title</i>	UNIT 5: Texture
Number of Days	5 days (Students meet weekly.)
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>	
ESTABLISHED GOALS: <i>(NJSLS)</i>	Visual and Performing Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.5.2.Cr1a 1.5.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i>

	1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c <i>Anchor Standard 3: Refining and completing products.</i> 1.5.2.Cr3a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.5.2.Re7a 1.5.2.Re7b <i>Anchor Standard 9: Applying criteria to evaluate products.</i> 1.5.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.5.2.Cn10a Technology 8.1.2.A.1 8.1.2.E.1 Media Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.2.2.Cr1a 1.2.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.2.2.Cr2b <i>Anchor Standard 3: Refining and completing products.</i> 1.2.2.Cr3a Producing <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> 1.2.2.Pr4a <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> 1.2.2.Pr5a 1.2.2.Pr5b
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	1.2.2.Pr5c <i>Anchor Standard 6: Conveying meaning through art.</i> 1.2.2.Pr6a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.2.2.Re7b <i>Anchor Standard 8: Interpreting intent and meaning.</i> 1.2.2.Re8a <i>Anchor Standard 9: Applying criteria to evaluate products.</i> 1.2.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.2.2.Cn10a <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> 1.2.2.Cn11a 1.2.2.Cn11b Career Readiness, Life Literacies, and Key Skills <i>Creativity and Innovation</i> 9.4.2.CI.1 9.4.2.CI.2 <i>Critical Thinking and Problem-solving</i> 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 <i>Digital Citizenship</i> 9.4.2.DC.2 9.4.2.DC.6 9.4.2.DC.7 <i>Global and Cultural Awareness</i> 9.4.2.GCA.1 <i>Information and Media Literacy</i> 9.4.2.IML.1
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	9.4.2.IML.3 <i>Technology Literacy</i> 9.4.2.TL.1 9.4.2.TL.6
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	● The element of texture is the building block of design and is visible in artwork. ● There are a variety of textures that can influence the feel of artwork. ● Artists use a variety of tools and materials to make texture in art. ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. ● 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. ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. MEDIA ARTS: ● Media arts use a variety of sources such as imaginative 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 created 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. ● Analysis of media artworks provides clues to their expressive intent. ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. ● 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: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	● What tools and materials do you need to create texture in art? How do artists use them? ● Where do we see textures in art and in the world? ● Why do we need to know this element of art? ● How can we re-created texture? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● How do artists grow and become accomplished in art forms? ● 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? ● 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? MEDIA: • How do media artists generate ideas? • How can creative risks be encouraged? • How do media artists work? • How do media artists learn from trial and error? • How do media artists improve/refine their work? • At what point is a work considered “complete”? • How do media artists use various tools and techniques? • Why do various venues exist for presenting, sharing or distributing media artworks? • How do you analyze and react to 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 is personal preference different from an evaluation? • How does engaging in creating media artworks enrich people’s lives? • 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 in different times, places, and cultures? • How is art used to impact the views of society? • How does art mirror aspects of life?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>	
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i>	• Create 2-D/3-D works of art using texture. • Create 2-D, 3-D works of art inspired by the introduction of the element of texture using a wide variety of material and techniques which can be assessed by informally identifying the elements of art combined with the patterns found in nature.

<i>(By what criteria will performances of understanding be judged?)</i>	● Make an informal assessment identifying the elements of texture in art and the world. ● Construct more complex images using simple texture. ● Understand vocabulary related to the element of texture. ● Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	● Projects ● Peer Critique ● Teacher Critique ● Self Critique ● Group Discussions ● Class Discussions ● Activities
RESOURCES:	● Laptop/Projector ● Tools for Creating texture (i.e. rubbing plates) ● Teacher Examples ● Previous Student Examples ● Artist Reproduction Posters ● Teacher Demonstration Technique ● Support Videos ● Variety of art supplies, including but not limited to, pencils, erasers, paper, glue, scissors, construction paper, paints (acrylic, tempera, watercolor), brushes, markers, colored pencils, crayons, and clay.

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS:

(What specific activities will students do and what skills will students know as a result of the unit?)

- Basic texture identification and reproduction
- Using texture to create a realistic image
- Using texture to create an abstract image
- Repeating different textures to create a pattern or collage
- Example Activities:
 - Texture Ice Cream
 - Texture Bunny
 - Texture Rubbing

CROSS-CURRICULAR / DIFFERENTIATION:

(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)

(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

CROSS-CURRICULAR and EXAMPLE ACTIVITIES

Social Studies - 6.3.4.A.3

Students will use their art to bring awareness of a local issue to school and/or community members and make recommendations for change.

ELA - W.K.6

Students will produce writing to go along with or describe their work.

Math - K.CC , K.MD, K.G

Students will utilize counting, measurement and geometry throughout their art making.

DIFFERENTIATION

Special Education/504:

- Modifications as dictated in IEP/504 plan
- Collaboration with Child Study Team and/or parent
- Preferential seating
- Collaborative grouping
- Allow students tactical experiences with texture

ELL

- Cooperative Grouping
- Extended Time
- Visual Referencing
- Allow students tactical experiences with texture, using bilingual descriptive words where possible

	Gifted & Talented ● Abstract and advanced higher level thinking ● Allowance for individual student interest ● Complex, in-depth assignments ● Variety in types of resources ● Encourage students to explore questions that arise during the study of texture At-Risk Students ● Parent Communication ● Cooperative Grouping ● Positive Reinforcement ● Prompts ● Demonstrate practical applications of texture (e.g., non-slip bathtubs, velcro)
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UNIT #: <i>Unit Title</i>	UNIT 6:
Number of Days	Form
	5 days (Students meet weekly.)
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>	
ESTABLISHED GOALS: (NJSLS)	Visual and Performing Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.5.2.Cr1a 1.5.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c <i>Anchor Standard 3: Refining and completing products.</i>

	1.5.2.Cr3a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.5.2.Cn10a Technology 8.1.2.A.1 8.1.2.E.1 Media Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.2.2.Cr1a 1.2.2.Cr1b 1.2.2.Cr1c 1.2.2.Cr1d 1.2.2.Cr1e <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.2.2.Cr2a 1.2.2.Cr2b 1.2.2.Cr2c <i>Anchor Standard 3: Refining and completing products.</i> 1.2.2.Cr3a 1.2.2.Cr3b Producing <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> 1.2.2.Pr4a 1.2.2.Pr4b <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i>
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	1.2.2.Pr5a 1.2.2.Pr5b 1.2.2.Pr5c <i>Anchor Standard 6: Conveying meaning through art.</i> 1.2.2.Pr6a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.2.2.Re7a 1.2.2.Re7b <i>Anchor Standard 8: Interpreting intent and meaning.</i> 1.2.2.Re8a <i>Anchor Standard 9: Applying criteria to evaluate products.</i> 1.2.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.2.2.Cn10a <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> 1.2.2.Cn11a 1.2.2.Cn11b Career Readiness, Life Literacies, and Key Skills <i>Creativity and Innovation</i> 9.4.2.CI.1 9.4.2.CI.2 <i>Critical Thinking and Problem-solving</i> 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 <i>Digital Citizenship</i> 9.4.2.DC.2 9.4.2.DC.6 9.4.2.DC.7 <i>Global and Cultural Awareness</i>
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	9.4.2.GCA.1 <i>Information and Media Literacy</i> 9.4.2.IML.1 9.4.2.IML.3 <i>Technology Literacy</i> 9.4.2.TL.1 9.4.2.TL.6
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	• The element of form is the building block of design and is visible in artwork. • There are a variety of forms that can influence the feel of artwork. • Artists use a variety of tools and materials to make forms in art. • Form can be drawn on flat paper but has the illusion of being 3D by using shading, lighting and shadow. • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. • 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. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. MEDIA ARTS: • Media arts use a variety of sources such as imaginative 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 created 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. ● Analysis of media artworks provides clues to their expressive intent. ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. ● 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: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	● What tools and materials do you need to create form in art? How do artists use them? ● Where do we see form in art and in the world? ● Why do we need to know this element of art? ● How can we create 2D forms? ● How can we create 3D forms? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● How do artists grow and become accomplished in art forms? ● 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?

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| | <ul style="list-style-type: none"> • 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? • 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? <p>MEDIA:</p> <ul style="list-style-type: none"> • How do media artists generate ideas? • How can creative risks be encouraged? • How do media artists work? • How do media artists learn from trial and error? • How do media artists improve/refine their work? • At what point is a work considered "complete"? • How do media artists use various tools and techniques? • Why do various venues exist for presenting, sharing or distributing media artworks? • How do you analyze and react to 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 is personal preference different from an evaluation? • How does engaging in creating media artworks enrich people's lives? • 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 in different times, places, and cultures? • How is art used to impact the views of society? • How does art mirror aspects of life? |
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STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS:

(Through what authentic performance tasks will students demonstrate the desired understandings?)

(By what criteria will performances of understanding be judged?)

- Create 2-D/3-D works of art using form.
- Create 2-D, 3-D works of art inspired by the introduction of the element of form using a wide variety of material and techniques which can be assessed by informally identifying the elements of art combined with the patterns found in nature.
- Make an informal assessment identifying the elements of form in art and the world.
- Construct more complex images using simple forms.
- Understand vocabulary related to the element of form.
- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

OTHER EVIDENCE:

(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)

(How will students self-assess their learning?)

- Projects
- Peer Critique
- Teacher Critique
- Self Critique
- Group Discussions
- Class Discussions
- Activities

RESOURCES:	● Laptop/Projector ● Tools for Creating form (i.e. rulers) ● Teacher Examples ● Previous Student Examples ● Artist Reproduction Posters ● Teacher Demonstration Technique ● Support Videos ● Variety of art supplies, including but not limited to, pencils, erasers, paper, glue, scissors, construction paper, paints (acrylic, tempera, watercolor), brushes, markers, colored pencils, crayons, and clay.
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>	
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	● Basic form identification and reproduction ● Using form to create a realistic image ● Using form to create an abstract image ● Create forms using clay or other 3d materials ● Use simple forms to construct more complex forms ● Example Activities: ○ Paper Sculpture ○ Clay Sculpture
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i>	CROSS-CURRICULAR and EXAMPLE ACTIVITIES Social Studies - 6.3.4.A.3 <i>Students will use their art to bring awareness of a local issue to school and/or community members and make recommendations for change.</i> ELA - W.K.6 <i>Students will produce writing to go along with or describe their work.</i> Math - K.CC , K.MD, K.G <i>Students will utilize measurement and geometry throughout their art making.</i>

<i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	DIFFERENTIATION Special Education/504: • Modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • Preferential seating • Collaborative grouping • Provide students with reference charts of shadow based on light sources ELL • Cooperative Grouping • Extended Time • Visual Referencing • Provide students with a bilingual glossary of technical terms for the unit (e.g, shadow, value) Gifted & Talented • Abstract and advanced higher level thinking • Allowance for individual student interest • Complex, in-depth assignments • Variety in types of resources • Allow students to explore alternative angles for creating shadow At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Show students how shadow is used in everyday media (e.g., cartoons, anime)
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UNIT #: <i>Unit Title</i>	UNIT 7:
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Number of Days	Art History 5 days (Students meet weekly.)
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>	
ESTABLISHED GOALS: (NJSLS)	Visual and Performing Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.5.2.Cr1a 1.5.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c <i>Anchor Standard 3: Refining and completing products.</i> 1.5.2.Cr3a Presenting <i>Anchor Standard 4: Selecting, analyzing and interpreting work.</i> 1.5.2.Pr4a <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> 1.5.2.Pr5a <i>Anchor Standard 6: Conveying meaning through art.</i> 1.5.2.Pr6a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.5.2.Re7a 1.5.2.Re7b <i>Anchor Standard 8: Interpreting intent and meaning.</i> 1.5.2.Re8a <i>Anchor Standard 9: Applying criteria to evaluate products.</i> 1.5.2.Re9a

	Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.5.2.Cn10a <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</i> 1.5.2.Cn11a 1.5.2.Cn11b Technology 8.1.2.A.1 8.1.2.E.1 Media Arts Creating <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> 1.2.2.Cr1a 1.2.2.Cr1b <i>Anchor Standard 2: Organizing and developing ideas.</i> 1.2.2.Cr2b <i>Anchor Standard 3: Refining and completing products.</i> 1.2.2.Cr3a Producing <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> 1.2.2.Pr4a <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> 1.2.2.Pr5a 1.2.2.Pr5b 1.2.2.Pr5c <i>Anchor Standard 6: Conveying meaning through art.</i> 1.2.2.Pr6a Responding <i>Anchor Standard 7: Perceiving and analyzing products.</i> 1.2.2.Re7b <i>Anchor Standard 8: Interpreting intent and meaning.</i>
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	1.2.2.Re8a <i>Anchor Standard 9: Applying criteria to evaluate products.</i> 1.2.2.Re9a Connecting <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> 1.2.2.Cn10a 1.2.2.Cn10b <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> 1.2.2.Cn11a 1.2.2.Cn11b Career Readiness, Life Literacies, and Key Skills <i>Creativity and Innovation</i> 9.4.2.CI.1 9.4.2.CI.2 <i>Critical Thinking and Problem-solving</i> 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 <i>Digital Citizenship</i> 9.4.2.DC.2 9.4.2.DC.6 9.4.2.DC.7 <i>Global and Cultural Awareness</i> 9.4.2.GCA.1 <i>Information and Media Literacy</i> 9.4.2.IML.1 9.4.2.IML.3 <i>Technology Literacy</i> 9.4.2.TL.1 9.4.2.TL.6
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ENDURING UNDERSTANDINGS:

(Students will understand that . . .)

- Every historical period, culture, and society has its own style of art.
- Each historical period, culture, and society has influenced the creation of art.
- Art has a role and purpose in society despite who created it or when it was created.
- Art from the past continues to influence art that is created in the present. Art continues to have a purpose in modern life.
- Artist feelings and emotions have a major impact on the art they create.
- Art can transform emotions, creating hope, creating hope, responsibility, care and solidarity.
- Activist art can change the world by inspiring people to take action against societal problems - including global climate change.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.
- 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.
- 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 the analysis of art.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	● What are the different styles of art? ● Why is art history important? ● How can historical events, culture and society affect art being made during that time? ● Which artists/artwork have apparently had an impact on modern day art? ● How can feelings and emotions affect an artist's style/artwork? ● How is art used to incite change and solidarity? How can art be used to persuade society? ● What is activist art? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● How do artists grow and become accomplished in art forms? ● How are artworks cared for and by whom? ● 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? ● 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 and interpret works of art? • How does one determine criteria to evaluate a work of art? • 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?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>	
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	• Recreate famous artworks • Use famous artists style to create 2D/3D forms of art • Make an informal assessment identifying the art from around the world and different time periods. • Understand vocabulary related to art history.

OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	● Projects ● Peer Critique ● Teacher Critique ● Self Critique ● Group Discussions ● Class Discussions ● Activities
RESOURCES:	● Laptop/Projector ● Teacher Examples ● Previous Student Examples ● Artist Reproduction Posters ● Teacher Demonstration Technique ● Support Videos ● Variety of art supplies, including but not limited to, pencils, erasers, paper, glue, scissors, construction paper, paints (acrylic, tempera, watercolor), brushes, markers, colored pencils, crayons, and clay.
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>	
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	● Identify works from different artists and time periods ● Use specific vocabulary to describe art ● Reproduce famous pieces of art using simple steps ● Use artistic styles to create new forms of art ● Example Activities: ○ Eric Carle Inspired Art ○ Andy Warhol Inspired Art

	- o Picasso Inspired Art ▪ Dinosaur ▪ Fish - o Mondrian Inspired Art
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	CROSS-CURRICULAR and EXAMPLE ACTIVITIES Social Studies - 6.3.4.A.3 <i>Students will use their art to bring awareness of a local issue to school and/or community members and make recommendations for change.</i> ELA - W.K.6 <i>Students will produce writing to go along with or describe their work.</i> Math - K.CC , K.MD, K.G <i>Students will utilize counting, measurement and geometry throughout their art making.</i> DIFFERENTIATION Special Education/504: ● Modifications as dictated in IEP/504 plan ● Collaboration with Child Study Team and/or parent ● Preferential seating ● Collaborative grouping ● Provide students with reference of artists / works under consideration ELL ● Cooperative Grouping ● Extended Time ● Visual Referencing ● Include culturally responsive examples of art to study Gifted & Talented ● Abstract and advanced higher level thinking ● Allowance for individual student interest ● Complex, in-depth assignments ● Variety in types of resources ● Allow students to independently explore the work of artists of interest At-Risk Students

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| | <ul style="list-style-type: none"> ● Parent Communication ● Cooperative Grouping ● Positive Reinforcement ● Prompts ● Connect to modern artists and explore legacy of different movements today |
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***WHERE TO**

W = Help the students know WHERE the unit is going and WHAT is expected. Help the teacher know WHERE the students are coming from (prior knowledge, interests).

H = HOOK all students and HOLD their interest.

E = EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue.

R = Provide opportunities to RETHINK and REVISE their understanding and work.

E = Allow students to EVALUATE their work and its implications.

T = TAILORED to the different needs, interests, and abilities of learners.

O = ORGANIZE to maximize initial and sustained engagement as well as effective learning