



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

VISUAL ART

Grade 6

ABSTRACT

The goal of the Grade 6 Art program is to develop artistic skills and craftsmanship and foster an appreciation for selected areas of the visual arts. Students at this level will begin their journey through the middle school art program, developing experience using various media and learning about selected artists throughout art history. Drawing, an introduction to color theory, perspective, working with design principles, and an expansion of the basic art elements will also be addressed along with increasing the students' ability to discriminate and make developed judgments and critiques concerning art.

UNIT #: <i>Unit Title</i>	Unit 1: <i>Drawing</i>	Unit 2: <i>Painting</i>	Unit 3: <i>Mixed Media</i>
Number of Days	13 days	13 days	13 days
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--Visual & Performing Arts)</i>	Visual Arts 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr2c 1.5.8.Pr6a 1.5.8.Re9a Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CI.3 9.4.8.CI.4	Visual Arts 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Cr3a 1.5.8.Re7a 1.5.8.Cn10a Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CT.2 9.4.8.CT.3 9.4.8.GCA.1	Visual Arts 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a 1.5.8.Pr4a 1.5.8.Re7b 1.5.8.Cn11a Media Arts 1.2.8.Cr1a 1.2.8.Cr1b 1.2.8.Cr2a 1.2.8.Cr3a 1.2.8.Cr3b 1.2.8.Pr4a 1.2.8.Pr5a 1.2.8.Pr6a 1.2.8.Re7a 1.2.8.Re8a 1.2.8.Cn10a 1.2.8.Cn11a

			Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.IML.6
ENDURING UNDERSTANDINGS: <i>(Students will understand that...)</i>	<ul style="list-style-type: none"> • patterns are planned or random repetitions of lines, shapes, and colors. • comics are a form of illustration art. • visual problem solving is a vital component in art making. • aesthetic knowledge builds problem solving skills and empowers students to develop and draw meaning from the art. • art reflects and shapes culture & society. • cultures, societies, genres, and eras influence art. 	<ul style="list-style-type: none"> • the color wheel can be created using only the primary colors. • landscape paintings contain a foreground, middleground, background and horizon line. • aesthetic knowledge builds problem solving skills and empowers students to develop and draw meaning from the art. • art reflects and shapes culture & society. • cultures, societies, genres, and eras influence art. • Art is a diverse tool to promote social change in a smaller or larger scale, practical or abstract manner, through communication, critical thinking and action. 	<ul style="list-style-type: none"> • the application of materials and technique determine the quality of art • mixed media art entails using various art materials at the same time. • aesthetic knowledge builds problem solving skills and empowers students to develop and draw meaning from the art. • art reflects and shapes culture & society. • cultures, societies, genres, and eras influence art.

<p>ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i></p>	<ul style="list-style-type: none"> • Where can patterns be seen in everyday life? • Besides comics, where is illustration art commonly seen? • How does value in a self-portrait drawing create depth? • How does art reflect dreams? What is the difference between real and surreal? • How is art a reflection of life? How can an artist relate to their audience? • How does technology affect art making? 	<ul style="list-style-type: none"> • Why is the color wheel so important in art? • Having a foreground, middleground, background, and horizon line helps create the illusion of what in a painting? • How does art reflect dreams? What is the difference between real and surreal? • How is art a reflection of life? How can an artist relate to their audience? • How does technology affect art making? • How can art help us to absorb abstract, contradictory, and complex experiences? • How can visual arts play a key role in understanding climate change in-depth and creating a climate-friendly world? 	<ul style="list-style-type: none"> • Why is it important to experience different materials and techniques? • How is art used in everyday life? What is functional art? What is decorative art? • How does art reflect dreams? What is the difference between real and surreal? • How is art a reflection of life? How can an artist relate to their audience? • How does technology affect art making?
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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.]

<p>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></p>	<ul style="list-style-type: none"> • Create a self-portrait using colored pencil blending techniques. • Research cartoons and writing storyboard/layout strategies. <ul style="list-style-type: none"> ◦ Jim Henson, his life, and his creation of the muppets as well as how their various shows/cartoons are used to address LGBTQ+ artists. • Utilize various pen and ink techniques for cartooning. • Still life drawings from observation. • Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They 	<ul style="list-style-type: none"> • Create a landscape painting incorporating objects from nature in the foreground, midground, and background. Painting must also include a horizon line and an element that needs to be protected from climate change, i.e. a habitat, ocean, or living organisms. • Create a painting that displays resilience in the age of climate change. • Mix variations of primary and secondary colors to achieve desired colors for your painting. • Paint in layers starting with big details first, then medium details, then small details. 	<ul style="list-style-type: none"> • Manipulate construction paper to create various 2-d shapes and 3-d forms. • Weave paper in a weft and warp pattern to create a paper quilt. • Paper Folding origami project. • Paper Weaving and story drawing for the “Story Quilt” project. <ul style="list-style-type: none"> ◦ (Faith Ringgold inspired project, addresses artists with disabilities. She suffered from asthma as a young child and this motivated her to create more craft based art because she could work on them in bed when she was ill. These techniques include, weaving, drawing, coloring, etc.)
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	carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.		
OTHER EVIDENCE: <i>(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	<ul style="list-style-type: none"> • Student Projects (ex. Portraits and Observational Drawing – Assessed at the beginning and end of each marking period) • Benchmark Assessments • Weekly Homework Assignments • Class Participation in Group Discussion/Group Projects • Class Activities • Teacher Observation/Evaluation • Teacher assessment of students’ artistic process • Quizzes • Peer Evaluation/Critique 	<ul style="list-style-type: none"> • Student Projects • Benchmark Assessments • Weekly Homework Assignments • Class Participation in Group Discussion/Group Projects • Class Activities • Teacher Observation/Evaluation • Teacher assessment of students’ artistic process • Quizzes • Peer Evaluation/Critique 	<ul style="list-style-type: none"> • Student Projects • Benchmark Assessments • Weekly Homework Assignments • Class Participation in Group Discussion/Group Projects • Class Activities • Teacher Observation/Evaluation • Teacher assessment of students’ artistic process • Quizzes • Peer Evaluation/Critique
RESOURCES:	<ul style="list-style-type: none"> • Teacher iPad/Laptop/Projector • Tools for Creating Art (i.e. pencils, paint brushes, rulers, stencils, compass) • Student Chromebooks (for photo referencing, techniques, tutorials, and photography work) 	<ul style="list-style-type: none"> • Teacher iPad/Laptop/Projector • Tools for Creating Art (i.e. pencils, paint brushes, rulers, stencils, compass) • Student Chromebooks (for photo referencing, techniques, tutorials, and photography work) • Teacher Demonstration Technique 	<ul style="list-style-type: none"> • Teacher iPad/Laptop/Projector • Tools for Creating Art (i.e. pencils, paint brushes, rulers, stencils, compass) • Student Chromebooks (for photo referencing, techniques, tutorials, and photography work) • Teacher Demonstration Technique

	<ul style="list-style-type: none"> • Teacher Demonstration Technique • Support Videos <p>CORE INSTRUCTIONAL MATERIALS:</p> <ul style="list-style-type: none"> • Color Wheel Chart • Teacher Examples & Previous Student Examples • Artist Reproduction Posters • Pencil & Paper (drawing, tagboard, watercolor paper) • Colored Pencils & Markers 	<ul style="list-style-type: none"> • Support Videos • https://teachers-climate-guide.fi/visual-arts/ <p>CORE INSTRUCTIONAL MATERIALS:</p> <ul style="list-style-type: none"> • Color Wheel Chart • Teacher Examples & Previous Student Examples • Artist Reproduction Posters • Pencil & Paper (drawing, tagboard, watercolor paper) • Colored Pencils & Markers • Paint (Tempera, Watercolor) • Paint Brushes • Water Cups 	<ul style="list-style-type: none"> • Support Videos <p>CORE INSTRUCTIONAL MATERIALS:</p> <ul style="list-style-type: none"> • Color Wheel Chart • Teacher Examples & Previous Student Examples • Artist Reproduction Posters • Pencil & Paper (drawing, tagboard, watercolor paper) • Colored Pencils & Markers • Paint (Tempera, Watercolor) • Paint Brushes • Water Cups
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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.*

<p>SKILLS AND TOPICS: (What specific activities will students do and what skills will students know as a result of the unit?)</p>	<ul style="list-style-type: none"> • Art Elements & Principles of Design • Artistic Planning • Image Research • Illustration Techniques • Creating art using technology • Problem Solving • Colored Pencil Techniques - blending, smearing • Self-Portraiture - Leonardo DaVinci • Cartooning - John Lasseter (Pixar creator) • Pen and Ink 	<ul style="list-style-type: none"> • Art Elements & Principles of Design • Artistic Planning • Image Research • Illustration Techniques • Creating art using technology • Problem Solving • Painting & Color Theory - Bob Ross • Pen and Ink • Artist, Art Style, & cultural connections, including LGBTQ+ Americans and Americans with disabilities 	<ul style="list-style-type: none"> • Art Elements & Principles of Design • Artistic Planning • Image Research • Illustration Techniques • Creating art using technology • Problem Solving • Paper Techniques - measuring, folding, cutting, scoring - Faith Ringgold (artists with disabilities) • Colored Pencil Techniques - blending, smearing • Pen and Ink
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	<ul style="list-style-type: none"> • Artist, Art Style, & cultural connections - Jim Henson (LGBTQ+) • Drawing from observation and the imagination - Paul Cezanne • Utilize math skills while using a ruler for measuring and creating proper dimensions for a grid • Utilize social studies knowledge while historically referencing artists, including those of the LGBTQ+ community as well as those with disabilities, and art periods • Utilize science knowledge while mixing colors showing chemical changes in paint 	<ul style="list-style-type: none"> • Utilize math skills while using a ruler for measuring and creating proper dimensions for a grid • Utilize social studies knowledge while historically referencing artists, including those of the LGBTQ+ community as well as those with disabilities, and art periods • Utilize science knowledge while mixing colors showing chemical changes in paint 	<ul style="list-style-type: none"> • Artist, Art Style, & cultural connections, including LGBTQ+ Americans and Americans with disabilities • Utilize math skills while using a ruler for measuring and creating proper dimensions for a grid • Utilize social studies knowledge while historically referencing artists, including those of the LGBTQ+ community as well as those with disabilities, and art periods • Utilize science knowledge while mixing colors showing chemical changes in paint
CROSS-CURRICULAR/ DIFFERENTIATION: <i>(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies and key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i>	CROSS-CURRICULAR CONNECTIONS: English Language Arts: NJSLSA.R6.7, NJSLSA.W6.7, NJSLSA.W9, WHST.6-8.7., RI.6.7, W.6.7, W.6.9 Math: 6.G.A.1-4 Social Studies: 6.3.8.A.3	CROSS-CURRICULAR CONNECTIONS: English Language Arts: NJSLSA.R7, NJSLSA.W7, NJSLSA.W9, WHST.6-8.7.,RI.6.7, W.6.7, W.6.9 Science: MS-PS1-6, MS-ESS3-5, MS-ESS3-4, MS-ESS3-5 Math: 6.G.A.1-4 Social Studies: 6.3.8.A.3	CROSS-CURRICULAR CONNECTIONS: English Language Arts: NJSLSA.R7, NJSLSA.W7, NJSLSA.W9, WHST.6-8.7.,RI.6.7, W.6.7, W.6.9 Math: 6.G.A.1-4 Social Studies: 6.3.8.A.3 DIFFERENTIATION

<p><i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i></p>	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> When possible, the iPad/chromebook/ technology should be used to aid students in areas related to art or to research other subjects used in art making. <p><u>Special Education/504:</u></p> <ul style="list-style-type: none"> Modifications as dictated in IEP/504 plan Collaboration with Child Study Team and/or parent Preferential seating Collaborative grouping Break drawing projects down into smaller steps as necessary <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> Cooperative Grouping Extended Time Visual Referencing Provide students with a bilingual glossary of terms necessary for the study of drawing <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> Parent Communication Cooperative Grouping Positive Reinforcement Prompts 	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> When possible, the iPad/chromebook/ technology should be used to aid students in areas related to art or to research other subjects used in art making. <p><u>Special Education/504</u></p> <ul style="list-style-type: none"> Accommodations and modifications as dictated in IEP/504 plan Collaboration with Child Study Team and/or parent One on one demonstrations of painting techniques Clarification of the criteria and expectations for painting assignments Visual references of painting exemplars Assigned peer helpers to reinforce painting techniques Provide students with models of paintings at varied levels of complexity <p><u>ELL</u></p> <ul style="list-style-type: none"> Cooperative Grouping with students who speak their native language Extended time on painting assignments 	<ul style="list-style-type: none"> When possible, the iPad/chromebook/ technology should be used to aid students in areas related to art or to research other subjects used in art making. <p><u>Special Education/504:</u></p> <ul style="list-style-type: none"> Modifications as dictated in IEP/504 plan Collaboration with Child Study Team and/or parent Preferential seating Collaborative grouping Provide additional guidance towards tools for use in mixed media projects <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> Cooperative Grouping Extended Time Visual Referencing Provide students with culturally responsive models and exemplars of mixed media projects <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> Parent Communication Cooperative Grouping Positive Reinforcement Prompts Allow students flexibility with due dates concerning steps of
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	<ul style="list-style-type: none"> • Encourage students to create drawing projects that are personally meaningful <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> • Abstract and advanced higher level thinking drawing projects • Allowance for individual student interest in creating their own drawing assignments • Complex, in-depth drawing techniques • Variety in types of resources and drawing media 	<ul style="list-style-type: none"> • Visual references of painting exemplars • Clarification of the criteria and expectations for painting assignments • One on one demonstrations of painting techniques • Provide students with a bilingual glossary of terms necessary for the study of painting <p><u>Gifted & Talented Students</u></p> <ul style="list-style-type: none"> • Abstract and advanced higher level thinking painting projects • Allowance for individual student interest in creating their own painting assignments • Complex, in-depth painting techniques • Variety in types of resources and painting media • Allow students to propose ideas for alternative painting assignment of interest <p><u>At-Risk Students</u></p> <ul style="list-style-type: none"> • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Provide students with painting 	<p>their mixed media project</p> <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> • Abstract and advanced higher level thinking mixed media projects • Allowance for individual student interest in creating their own drawing assignments • Complex, in-depth drawing techniques • Variety in types of resources and drawing media
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		subjects of interest	
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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.

UNIT #: <i>Unit Title</i>	Unit 4: <i>Sculpture</i>
Number of Days	13 days
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--Visual & Performing Arts)</i>	Visual Arts 1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Cr2a

	<p>1.5.8.Cr2b 1.5.8.Pr5a 1.5.8.Re8a 1.5.8.Cn11b</p> <p>Media Arts 1.2.8.Cr1a 1.2.8.Cr1c 1.2.8.Cr2b 1.2.8.Cr3b 1.2.8.Cr3c 1.2.8.Pr5a 1.2.8.Pr5b 1.2.8.Pr5c 1.2.8.Pr6b 1.2.8.Re7b 1.2.8.Re9a 1.2.8.Cn10b 1.2.8.Cn11b</p> <p>Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.IML.6 9.4.8.IML.13 9.4.8.TL.3</p>
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<p>ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i></p>	<ul style="list-style-type: none"> ● 3-d art is the creation of an object that has length, width, and depth ● all sculpture occupies space; there is “positive space” and “negative space.” ● aesthetic knowledge builds problem solving skills and empowers students to develop and draw meaning from the art. ● art reflects and shapes culture & society. ● cultures, societies, genres, and eras influence art. ● Art is a diverse tool to promote social change in a smaller or larger scale, practical or abstract manner, through communication, critical thinking and action.
<p>ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i></p>	<ul style="list-style-type: none"> ● What is paper maché and how is it used in art? ● What does 3-d stand for and what are the 3-d’s? ● What is the element of Space? Positive space? Negative space? ● How does art reflect dreams? What is the difference between real and surreal? ● How is art a reflection of life? How can an artist relate to their audience? ● How does technology affect art making? ● How can art help us to absorb abstract, contradictory, and complex experiences? ● How can visual arts play a key role in understanding climate change in-depth and creating a climate-friendly world?
<p style="text-align: center;">STAGE 2: ASSESSMENT EVIDENCE</p> <p><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></p>	

<p>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></p>	<ul style="list-style-type: none"> ● Plan and sketch out ideas for freestanding sculpture ● Build sculpture with newspaper, cardboard & tape ● Cover sculpture with paper mache ● Paint on completed sculptures ● Create a sculpture that represents the dangers and/or realities of climate change
<p>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></p>	<ul style="list-style-type: none"> ● Student Projects ● Benchmark Assessments ● Weekly Homework Assignments ● Class Participation in Group Discussion/Group Projects ● Class Activities

<p>RESOURCES:</p>	<ul style="list-style-type: none"> • Teacher iPad/Laptop/Projector • Tools for Creating Art (i.e. pencils, paint brushes, rulers, stencils, compass) • Student Chromebooks (for photo referencing, techniques, tutorials, and photography work) • Teacher Demonstration Technique • Support Videos • https://teachers-climate-guide.fi/visual-arts/ <p>CORE INSTRUCTIONAL MATERIALS:</p> <ul style="list-style-type: none"> • Color Wheel Chart • Teacher Examples & Previous Student Examples • Artist Reproduction Posters • Pencil & Paper (drawing, tagboard, watercolor paper) • Colored Pencils & Markers • Paint (Tempera, Watercolor) • Paint Brushes • Water Cups
<p style="text-align: center;">STAGE 3: LEARNING PLAN</p> <p style="text-align: center;"><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></p>	

<p>SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p>	<ul style="list-style-type: none"> ● Art Elements & Principles of Design ● Artistic Planning ● Image Research ● Creating art using technology ● Problem Solving ● Artist, Art Style, & cultural connections, including LGBTQ+ Americans and Americans with disabilities ● Utilize math skills while using a ruler for measuring and creating proper dimensions ● Utilize social studies knowledge while historically referencing artists, including those of the LGBTQ+ community as well as those with disabilities, and art periods
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<p>CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies and 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 Special Education, ELL, At Risk, and Gifted and Talented students?)</i></p>	<p style="text-align: center;">CROSS-CURRICULAR CONNECTIONS:</p> <p>English Language Arts: NJSLSA.R7, NJSLSA.W7, NJSLSA.W9, WHST.6-8.7.,RI.6.7, W.6.7, W.6.9 Science: MS-PS1-6, MS-ESS3-3, MS-ESS3-4, MS-ESS3-5 Math: 6.G.A.1-4 Social Studies: 6.3.8.A.3</p> <p style="text-align: center;">DIFFERENTIATION</p> <ul style="list-style-type: none"> • When possible, the iPad/chromebook/ technology should be used to aid students in areas related to art or to research other subjects used in art making. <p><u>Special Education/504</u></p> <ul style="list-style-type: none"> • Accommodations and modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • One on one demonstrations of sculpting techniques • Clarification of the criteria and expectations for sculpting assignments • Visual references of sculpting exemplars • Assigned peer helpers to reinforce sculpting techniques <p><u>ELL</u></p> <ul style="list-style-type: none"> • Cooperative Grouping with students who speak their native language • Extended time on sculpting assignments • Visual Referencing of sculpting exemplars • Clarification of the criteria and expectations for sculpting assignments • One on one demonstrations of sculpting techniques <p><u>Gifted & Talented</u></p> <ul style="list-style-type: none"> • Abstract and advanced higher level thinking sculpting projects • Allowance for individual student interest in creating their own sculpting assignments • Complex, in-depth sculpting techniques • Variety in types of resources and sculpting media
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	<u>At-Risk Students</u> <ul style="list-style-type: none"> • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Provide students with sculpture subjects of interest
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H = **HOOK** all students and **HOLD** their interest.

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