

LEBANON BOROUGH SCHOOL DISTRICT



Curriculum Management System

VISUAL ART

Grade 5

Board Approved: December 10, 2020

* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.

LEBANON BOROUGH SCHOOL DISTRICT

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INTRODUCTION

Arts Education in the 21st Century

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market ... (2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Vision: An education in the arts fosters a population that:

Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century. Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts:

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 [National Standards for Arts Education](#) and [National Coalition for Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for final publication in 2014. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

Define and solve artistic problems with insight, reason, and technical proficiency.

Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives. Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

2014 Visual and Performing Arts Standards

In view of the pending publication of the [National Coalition for Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education Assessment Framework](#): creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points. This difference will be reconciled in future iterations of New Jersey's Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards. However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form. While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

Organization of the Standards

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

Proficiency Levels and Grade Band Clusters

The grade-band clusters for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

Preschool: All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines. The goal is

that preschool students *attain foundational skills that progress toward [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5

grade-level arts standards, as developmentally appropriate.

Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students *attain [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5 grade- level standards for the arts.

Grades 6-8: In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate [competency](#)* in the content knowledge and skills delineated for the selected arts discipline.

Teaching the Standards: Certification and Highly Qualified Arts Educators

The visual and performing arts are considered a "core" subject under the federal *No Child Left Behind Act* (NCLB-2001). Therefore, all visual and performing arts teachers must meet the "Highly Qualified Teachers" standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

Education in the Arts: National and State Advocacy:

The [Arts Education Partnership](#) provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts. At the state level, the [New Jersey Arts Education Partnership](#) was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, [Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child](#), is the NJAEPs response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New Jerseys public schools. A [Glossary](#) of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

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Unit Design

Each curriculum unit of study is designed within the Understanding by Design (UbD) framework. Each unit cites the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, New Jersey Student Learning Standards for Technology, and New Jersey Student Learning Standards for 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Topics and Objectives are specifically outlined. These clearly indicate what students need to understand, what they will keep considering, what they will know and what they will be able to do.

These items provide the framework that teachers must follow in order to ensure that the New Jersey Core Curriculum Content Standards and curriculum objectives are met.

In the assessment column, students will show what that they have achieved the goals of the unit. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content.

Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments.**

In the 'Activities' column, with key learning events and instruction are outlined. This is considered to be the 'how' of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st century life and career integration** activities are suggested. Depending on the individual needs of the students in each classroom, teachers are expected to differentiate these components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

Meeting the Needs of Diverse Learners through Differentiation

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher's commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit at every grade level throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

1. **Special Education Students**
2. **English Language Learners**
3. **Students At Risk of School Failure**
4. **Gifted and Talented Students**
5. **Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided
 - strategies for increasing the student's rate of learning
 - parents' right to request an evaluation for special education programs and/or services.

The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:

1. criteria for determining the levels of intervention to be provided to students
2. types of interventions
3. amount and nature of student performance data to be collected
4. manner and frequency of progress monitoring
5. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

****See Appendix A for comprehensive accommodations and modifications for the above student populations and the Response to Intervention Framework.**

21st Century Life and Career

One of the goals at Lebanon Borough School is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study within the grade level bands. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

Interdisciplinary Connections

Many areas of the overall curriculum are taught and reinforced through the performing arts. The study of performing arts reinforces the basic concepts taught in all other subject areas. All teachers have the ability and opportunity to meet with colleagues to discuss and design the ways in which the performing arts can be incorporated throughout the school day. Likewise, performing arts teachers are consistently incorporating content from the other core curriculum content areas. Teachers will meet to plan interdisciplinary lessons, activities, and projects that help students make connections and develop meaningful understandings. The opportunity to meet and plan have to be promoted and assisted by the district administration.

Technology Integration

Technology plays an integral part in the teaching and learning process throughout the Lebanon Borough School Curriculum. Performing Arts classes and integration should, when possible, make use of technology for a variety of reasons:

- a. The technology available through numerous software programs is a media in itself.
- b. The application of technology to creative production is a technique that has come into its own during the twenty-first century.
- c. The performing arts have become a technology-driven discipline.
- d. The Performing Arts are greatly enhanced by technology.

Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study, at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Lebanon Borough School has a wide range of media and technology available for staff and student use. Each district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology they have and to extend the training offerings available to staff. Technology plays an important role in the implementation of the Performing Arts curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available media.

Staff and Program Development

Staff development is an essential element of curriculum design that helps to ensure the implementation of the current curriculum. To keep staff abreast of new developments that may affect future curriculum revisions and adaptations, and to encourage professional growth and spirit. Region-Wide staff meetings are used to discuss the topics and importance of the arts to staff and students. In addition, teachers are encouraged to expand their knowledge within the subject by attending professional development sessions throughout the state. Teachers are also asked to embrace curriculum development as an on-going process. They are to research and present new findings in terms of how students learn.

New ideas emerge in terms of how programs should be organized and what is important for students to study and learn. Materials for teaching continue to evolve. For these reasons it is important that school districts examine new directions and consider ways to modify, adjust and expand current programs. In order to meet the NJSL, it is necessary for all teachers to embrace the performing arts and continue to incorporate the performing arts in various subject areas.

**Grade 5
Visual Arts
Scope and Sequence**

Trimester I: September through beginning of December

Topic: Art and Composition (3 weeks)

- I. Elements and principles of design enhanced through composition
 - a. Two-dimensional compositional studies
 - i. Technique
 - ii. Art elements
 - iii. Principles of design

Topic: Methods and Materials (3 Weeks)

- II. New materials and techniques
 - a. Vocabulary
 - b. Technique
 - c. Medium
 - d. Historical art and cultural reference used as inspiration

Topic: Form and Sculpture (6 weeks)

- III. Sculptures in the round
 - a. Balance
 - b. Movement
 - c. Unity
 - d. Emphasis
 - e. Proportion

Standards

VPA.1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

VPA.1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

VPA.1.4.5.A.CS3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.

VPA.1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

VPA.1.3.5.D.CS2 Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.

VPA.1.4.5.B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

VPA.1.4.5.B.2

Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Interdisciplinary Standards

SOC.6.1.4.D.CS5 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

LA.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

LA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

LA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SOC.6.3.4.CS1 Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences

Technology Integration

TECH.8.1.2.A.CS1 Understand and use technology systems and make presentations using Smartboard.

Differentiation

Encourage risk taking in creating their projects as opportunities to stretch skills during production. Support students with motor skills needed to manipulate art materials. Actively assess to identify student interests, learning preferences and the ability to work independently.

For Gifted: Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students’ time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom. Determine where students’ interests lie and capitalize on their inquisitiveness.

Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From <http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations not working, schedule meeting with RTI case manager to discuss.

ELL: Meet with Mrs. Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Modifications & Accommodations

Address all IEP accommodations. Tier assignments as needed.

Assessments

Benchmark Assessments – Teacher observation and recording of progression of skills

Formative Assessments – Discussions and Frequent conferencing with students throughout the different topics. Making adjustments to instruction as needed

Summative – Final Product (see lesson plan)

Alternative Assessments – PBA based on student interest

Instructional Materials

Core Instructional Materials: (See Lesson Plan below)

A Survival Kit for the Elementary/Middle School Art Teacher By Helen D. Hume

The Elements and Principals of Design, Crystal Productions books and posters.

Principles of Art & Design, Crayola -Dream Makers series.

Art Fundamentals, Theory and Practice, By Ocvrk, Stinson, Wigg, Bone and Cayton, McGraw-Hill.

Enriching the Curriculum with Art Experiences, by Wendy M. L. Libby

Art education magazines such as; *School Arts* and *Arts & Activities*

Smart Board

Google Classroom

Artsonia.com

General Art Supplies (paper of various sizes/stocks/colors/etc, paint, crayons, colored pencils, drawing pencils, drawing pens, markers, chalk, clay, yarn, scissors, glue, etc)

Supplemental Materials: (See Lesson Plan)

***Leveled Library available for on-going teacher use**

District Goals: Project Based Learning and Inquiry Based Learning as outlined in lesson plans.

Visual Arts

Scope and Sequence

Trimester II: Mid December through beginning of April

Topic: Art and Composition (3 weeks)

- I. Elements and principles of design enhanced through composition
 - a. Two-dimensional compositional studies
 - i. Technique
 - ii. Art elements
 - iii. Principles of design

Topic: Methods and Materials (3 Weeks)

- II. New materials and techniques
 - a. Vocabulary
 - b. Technique
 - c. Medium
 - d. Historical art and cultural reference used as inspiration

Topic: Form and Sculpture (6 weeks)

- III. Sculptures in the round
 - a. Balance
 - b. Movement
 - c. Unity
 - d. Emphasis
 - e. Proportion

Interdisciplinary Standards

SOC.6.1.4.D.CS5 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

LA.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

LA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SOC.6.3.4.CS1 Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences

Technology Integration

TECH.8.1.2.A.CS1

Understand and use technology systems and make presentations using Smartboard.

Differentiation

Encourage risk taking in creating their projects as opportunities to stretch skills during production. Support students with motor skills needed to manipulate art materials. Actively assess to identify student interests, learning preferences and the ability to work independently.

For Gifted: Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From <http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

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ELL: Meet with Mrs. Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Modifications & Accommodations

Address all IEP accommodations. Tier assignments as needed.

Assessments

Benchmark Assessments – Teacher observation and recording of progression of skills

Formative Assessments – Discussions and Frequent conferencing with students throughout the different topics. Making adjustments to instruction as needed

Summative – Final Product (see lesson plan)

Alternative Assessments – PBA based on student interest

Instructional Materials

Core Instructional Materials: (See Lesson Plan below)

A Survival Kit for the Elementary/Middle School Art Teacher by Helen D. Hume

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Principles of Art & Design, Crayola -Dream Makers series.

Art Fundamentals, Theory and Practice, By Ocvrk, Stinson, Wigg, Bone and Cayton, McGraw-Hill.

Enriching the Curriculum with Art Experiences, by Wendy M. L. Libby

Art education magazines such as; *School Arts* and *Arts & Activities*

Smart Board

Google Classroom

Artsonia.com

General Art Supplies (paper of various sizes/stocks/colors/etc, paint, crayons, colored pencils, drawing pencils, drawing pens, markers, chalk, clay, yarn, scissors, glue, etc)

Supplemental Materials: (See Lesson Plan)

Visual Arts

Scope and Sequence

Trimester III: April through June

Topic: Art and Composition (3 weeks)

- I. Elements and principles of design enhanced through composition
 - a. Two-dimensional compositional studies
 - i. Technique
 - ii. Art elements
 - iii. Principles of design

Topic: Methods and Materials (3 Weeks)

- II. New materials and techniques
 - a. Vocabulary
 - b. Technique
 - c. Medium
 - d. Historical art and cultural reference used as inspiration

Topic: Form and Sculpture (6 weeks)

- III. Sculptures in the round
 - a. Balance
 - b. Movement
 - c. Unity
 - d. Emphasis
 - e. Proportion

Standards

VPA.1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

VPA.1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

VPA.1.4.5.A.CS3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.

VPA.1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

VPA.1.3.5.D.CS2 Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.

VPA.1.4.5.B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

VPA.1.4.5.B.2

Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Interdisciplinary Standards

SOC.6.1.4.D.CS5 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

LA.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

LA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

LA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SOC.6.3.4.CS1 Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences

Integration of 21st Century Themes and Career Exploration

Students will explore how art careers can look different in other cultures such as Haiti.

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP9 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8 Act as a responsible and contributing citizen and employee

CRP.K-12.CRP1 Demonstrate creativity and innovation.

CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.

CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

CAEP.9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Technology Integration

TECH.8.1.2.A.CS1

Understand and use technology systems and make presentations using Smartboard.

Differentiation

Encourage risk taking in creating their projects as opportunities to stretch skills during production. Support students with motor skills needed to manipulate art materials. Actively assess to identify student interests, learning preferences and the ability to work independently.

For Gifted: Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From

<http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations not working, schedule meeting with RTI case manager to discuss.

ELL: Meet with Mrs. Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Modifications & Accommodations

Address all IEP accommodations. Tier assignments as needed.

Assessments

Benchmark Assessments – Teacher observation and recording of progression of skills

Formative Assessments – Discussions and Frequent conferencing with students throughout the different topics. Making adjustments to instruction as needed

Summative – Final Product (see lesson plan)

Alternative Assessments – PBA based on student interest

Instructional Materials

Core Instructional Materials: (See Lesson Plan below)

A Survival Kit for the Elementary/Middle School Art Teacher by Helen D. Hume

The Elements and Principals of Design, Crystal Productions books and posters.

Principles of Art & Design, Crayola -Dream Makers series.

Art Fundamentals, Theory and Practice, By Ocvrk, Stinson, Wigg, Bone and Cayton, McGraw-Hill.

Enriching the Curriculum with Art Experiences, by Wendy M. L. Libby

Art education magazines such as; *School Arts* and *Arts & Activities*

Smart Board

Google Classroom

Artsonia.com

General Art Supplies (paper of various sizes/stocks/colors/etc, paint, crayons, colored pencils, drawing pencils, drawing pens, markers, chalk, clay, yarn, scissors, glue, etc)

Supplemental Materials: (See Lesson Plan)

***Leveled Library available for on-going teacher use**

District Goals: Project Based Learning and Inquiry Based Learning as outlined in lesson plans.
