

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Art - 6th Grade</b>	<b>Art</b>	<b>6</b>	
<b>Course Description:</b>			
<p>Students will explore many different materials to create original works of art. As a result of participating in Art Classes, students will solve problems creatively, reflect upon and revise their artwork, develop their self expression skills, build their self confidence, and make connections between Art and other areas of their life. As a part of this course, student artwork may be exhibited in a school. City, state, national and global level.</p> <p>Area of exploration in Grade 6 Art will include: Drawing the Face; Painting with Watercolors; Printmaking with Monoprints; Assemblage through mask making; Pinch Pottery; and Design using Typography and Lettering.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
		<p><b>GOAL ORIENTED:</b></p> <ul style="list-style-type: none"> <li>• Balance tactical (short-term) goals</li> <li>• Set goals with tangible and intangible success criteria</li> </ul> <p><b>GLOBAL AWARENESS:</b></p> <ul style="list-style-type: none"> <li>• Understand other nations and cultures including the use of non-English language</li> </ul> <p><b>SOCIAL AND CROSS-CULTURAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Know when it is appropriate to listen and when to speak</li> <li>• Conduct themselves in a respectable, professional manner</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> </ul> <p><b>EMPATHY</b></p> <ul style="list-style-type: none"> <li>• Demonstrating understanding of others perspectives and needs</li> <li>• Listen with an open mind to understand others' situations</li> <li>• Understand the concept of community as a means for supporting others in need</li> </ul> <p><b>MEDIA LITERACY</b></p> <ul style="list-style-type: none"> <li>• Understand both how and why media messages are constructed, and for what purpose</li> <li>• Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</li> </ul>	

<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>	Link to Completed <a href="#">Equity Audit</a>
<b>This curriculum is a continuation of the skills and knowledge presented in the Bristol K-5 Art Curriculum .</b>	<a href="#">Equity Curriculum Review - Art 6th Grade</a>

**Standard Matrix**

District Learning Expectations and Standards	<a href="#">Drawing the Face</a>	<a href="#">Painting - Watercolor or</a>	<a href="#">Monoprinting</a>	<a href="#">Assemblage - Mask Making</a>	<a href="#">Clay Pinch Pots</a>	<a href="#">Design - Typography /Lettering</a>
<b>Creating</b>						
VA:Cr1.1 Investigate, Plan, Make	P					x
VA:Cr2.1 Organize and develop artistic ideas and work		x	P	x		
VA:Cr3.1 Refine and complete artistic work.					x	
<b>Presenting</b>						
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.		P		x	x	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.			x			
VA:Pr6.1 Convey meaning through the presentation of artistic work.	x					
<b>Responding</b>						
VA:Re7.1 Perceive and analyze artistic work.			x	x	x	
VA:Re8.1 Interpret intent and meaning in artistic work.		x				P
VA:Re9.1 Apply criteria to evaluate artistic work.	x					
<b>Connecting</b>						
VA:Cn10.1 Synthesize and relate knowledge and	x	x	x			x

personal experiences to make art.						
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					P	x

### Unit Links

<b>Drawing - The Face</b>	<b>3</b>
<b>Painting - Watercolor</b>	<b>7</b>
<b>Printmaking - Monoprinting</b>	<b>12</b>
<b>Assemblage / Mixed Media</b>	<b>15</b>
<b>Clay - Pinch Pots</b>	<b>18</b>
<b>Design - Typography/Lettering</b>	<b>22</b>

### Unit Title:

## Drawing - The Face

### Relevant Standards: Bold indicates priority

**VA:Cr1.2.6a** - Formulate an artistic investigation of personally relevant content for creating art.

**VA:Pr6.1.6a** - Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

**VA:Re9.1.6a** - Develop and apply relevant criteria to evaluate a work of art.

**VA:Cn10.1.6a** - Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

### Essential Question(s):

**Cr1.2** - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Pr6.1** - What is an art museum? How does the

### Enduring Understanding(s):

**Cr1.2** - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

**Pr6.1** - Objects, artifacts, and artworks collected,

<p>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?</p> <p><b>Re9.1</b> - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><b>Cn10.1</b> - 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 art-making?</p>	<p>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.</p> <p><b>Re9.1</b> - People evaluate art based on various criteria.</p> <p><b>Cn10.1</b> - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p><b>Demonstration of Learning:</b></p>	<p><b>Pacing for Unit</b></p>
<p>Students will accurately draw and place the features of the face.</p>	<p>6-7 classes</p>
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p>Students will learn the correct placement of the features of the face and how to draw the eyes, nose and mouth. Students will be able to draw the parts of the face and place them in the correct locations. Students will apply accurate proportions while creating an expressive portrait.</p>	<p><i>Smartboard</i></p>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Proportion, Features, Mapping</p>	<p>Drawing pencils, blending sticks, art erasers</p>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<p>Science (human figure), Social Studies (maps, history of art and the progression of drawing anatomy accurately)</p>	<p>Drawing a face is easy Drawing a face is difficult "I can't draw"</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>Basic Drawing skills - every drawing starts with shapes</p>	<p>Grade 7 still life - drawing objects in proportion and depth Grade 8 - Drawing the Human figure in proportion</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>

<p><b>Language and Symbols</b> 2.5 Illustrate through multiple media</p>	<ul style="list-style-type: none"> <li>● Present key concepts beyond representation via text (e.g., an expository text or a math equation) with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative).</li> <li>● Clarify links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams.</li> </ul>
<p><b>Building Knowledge</b> 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> <li>● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>● Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>● Bridge concepts with relevant analogies and metaphors.</li> </ul>
<p><b>Expression and Communication</b> 5.3 Build fluencies with graduated support for practice and performance</p>	<ul style="list-style-type: none"> <li>● Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.).</li> <li>● Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform).</li> </ul>
<p><b>Welcoming Interests and Identities</b> 7.1 - Optimize choice and Autonomy</p>	<ul style="list-style-type: none"> <li>● Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul> </li> </ul>
<p><b>Sustaining Effort and Persistence</b> 8.5 Offer action-Oriented feedback</p>	<ul style="list-style-type: none"> <li>● Offer feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.</li> <li>● Offer feedback that emphasizes effort, improvement, and achieving a goal rather than on relative performance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer feedback that is frequent, timely, and specific.</li> <li>• Offer feedback that is substantive and informative rather than comparative or competitive.</li> <li>• Offer feedback that models how to incorporate reflection, including identifying patterns of challenges or strengths, into positive strategies for future success.</li> <li>• Offer feedback that encourages risk taking and offers another (or differing) perspective(s).</li> </ul>
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### Supporting Multilingual/English Learners

Related <b>CELP standards:</b>		<b>CELP Teacher Actions:</b>	
An EL can ...			
6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		* identify a few key words and phrases in oral communications and simple written texts	
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</li> <li>• present basic information</li> <li>• respond verbally and nonverbally to simple questions and some why questions</li> </ul>	
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		<ul style="list-style-type: none"> <li>• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions</li> </ul>	
6-8.9 - create clear and coherent grade-appropriate speech and text.		<ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,</li> </ul>	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		<ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>• understand and respond to simple questions</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can accurately draw the features of the face (Eyes, Nose, Mouth, face/head shape)	Students practice drawing eyes, nose, ears, mouth	Various guides and handouts showing tips on how to draw the features
2	I can create a facial map to draw a human face with proper proportions	Students learn how to create a map of the face - where features are placed and the accurate size relationships	Demonstration on how to create a map Resources displayed and dispersed for students to reference

3-4	I can draw a human face using accurately drawn facial features and a facial map.	Students will apply knowledge of drawing features and mapping the face to create a generic human face  Rubric: <a href="#">Final Project Assessment</a>	Various guides and handouts showing tips on how to draw the features Demonstration on how to create a map Resources displayed and dispersed for students to reference
5-7	I can create an original and expressive self portrait using the correct facial proportions and facial map.	Students will create an original and expressive artwork applying their skills of drawing the human face in proportion	Various guides and handouts showing tips on how to draw the features Demonstration on how to create a map Resources displayed and dispersed for students to reference Optional- resources on a specific artist or art movement

**Unit Title:**

## Painting - Watercolor

**Relevant Standards: Bold indicates priority**

**VA:Cr2.2.6.a** - Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

**VA:Pr4.1.6a** - Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

**VA:Re8.1.6.a** - Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

**VA:Cn10.1.6a** - Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

**Essential Question(s):**

**Cr2.2** - How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

**Enduring Understanding(s):**

**Cr2.2** - Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

<p><b>Pr4.1</b> - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><b>Re8.1</b> - 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 vocabularies help us understand and interpret works of art?</p> <p><b>Cn10.1</b> - 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 art-making?</p>	<p><b>Pr4.1</b> - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b>Re8.1</b> - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Cn10.1</b> - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Students will apply a variety of watercolor techniques to create a final artwork	6-7 classes
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
Students will learn how to apply various watercolor techniques. Students will use various brushes to make different brush strokes. Terminology covered will be the variety of techniques used with watercolor such as, layering, wash, blend, bleed, wet on wet and wet on dry. Students will create an original artwork applying watercolor techniques.	smartboard
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Watercolor, wash, blending, bleeding, wet on wet, layering, wet on dry, dry brushing, drop in, salting, color theory	Watercolor paints, Watercolor brushes, Watercolor paper
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Science - experimenting, mixing Math - proportions, percentages Wellness - mental health / meditation practice	Watercolor paints are for young children "I already know how to use watercolor paints" "I can't control the paint"
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Past painting and color lessons	Grade 7 - Tempera Paint lesson - using different brushes and color theory Grade 8 - Acrylic Paint lesson - using different brushes and color theory
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>



<p><b>Building Knowledge</b> 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> <li>● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>● Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>● Bridge concepts with relevant analogies and metaphors.</li> </ul>
<p><b>Interaction</b> 4.1 Vary and honor the methods for response, navigation, and movement.</p>	<ul style="list-style-type: none"> <li>● Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>
<p><b>Strategy Development</b> 6.1 Set meaningful goals.</p>	<ul style="list-style-type: none"> <li>● Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>● Use models or examples of the process and product of goal-setting.</li> <li>● Post goals, objectives, and schedules in an obvious place.</li> </ul>
<p><b>Welcoming Interests and Identities</b> 7.1 - Optimize choice and Autonomy</p>	<ul style="list-style-type: none"> <li>● Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul> </li> </ul>
<p><b>Sustaining Effort and Persistence</b> 8.2 Optimize challenge and support</p>	<ul style="list-style-type: none"> <li>● Presume competence and nurture a belief in the capabilities of every learner.</li> <li>● Offer options with varying modes of complexity or difficulty.</li> <li>● Offer options for tools and scaffolds that align with the learning goal and promote agency.</li> <li>● Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	
<p><b>Related <a href="#">CELP standards:</a></b></p>	<p><b>CELP Teacher Actions:</b></p>
<p>An EL can ...  6-8.1 - construct meaning from oral presentations and</p>	<p>* identify a few key words and phrases in oral</p>

literary and informational text through grade appropriate listening, reading, and viewing.		communications and simple written texts	
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> <li>actively listen to others</li> <li>participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</li> <li>present basic information</li> <li>respond verbally and nonverbally to simple questions and some why questions</li> </ul>	
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		<ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions</li> </ul>	
6-8.9 - create clear and coherent grade-appropriate speech and text.		<ul style="list-style-type: none"> <li>communicate basic information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,</li> </ul>	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		<ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	I can demonstrate how to apply various watercolor techniques.	Students will practice applying different watercolor techniques on a practice grid	Demonstration of techniques How to guides
3-7	I can demonstrate various watercolor technique to create an original artwork using	Students will apply learned techniques to create an original artwork.  Rubric: <a href="#">Final Project Assessment</a>	Resources displayed and dispersed for students to reference Optional- resources on a specific artist or art movement

**Unit Title:**

## Printmaking - Monoprinting

**Relevant Standards: Bold indicates priority**

**VA:Cr2.1.6.a - Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.**

**VA:Pr5.1.6a** - Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

**VA:Re.7.2.6.a** - Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

**VA:Cn10.1.6.a** - Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

**Essential Question(s):**

**Cr2.1** - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

**Pr5.1** - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Re7.2** - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

**Cn10.1** - 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 art-making?

**Enduring Understanding(s):**

**Cr2.1** - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

**Pr5.1** - 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.

**Re7.2** - Visual imagery influences understanding of and responses to the world.

**Cn10.1** - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Demonstration of Learning:**

Students will create one of a kind artworks using paints, inks, paper and found objects to make textures, designs and abstract art.

**Pacing for Unit**

5-6 classes

**Family Overview (link below)**

Students will explore the process of printmaking with various materials and see the effects of different textures within the process. Students will learn the processes of monoprinting: creating an artwork by transferring an image from one surface to another. Students will create one of a kind artworks using paints, inks, paper and found objects to make textures, designs and abstract art.

**Integration of Technology:**

*Smartboard*

**Unit-specific Vocabulary:**

Mono, monoprint, printmaking, print, brayer, ink, texture, pattern, abstract, found object

**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

Printmaking ink, acrylic paint, a monoprint surface (example: gelli plate), brushes, texture tools, printmaking paper

**Opportunities for Interdisciplinary Connections:**

**Anticipated misconceptions:**

Science: experimentation, hypothesis Language Arts: creating stories / poems from or for artworks	Ink and paint are the same “Isn’t this the same as painting?”
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Prior lessons that focus on experimentation, trial and error, craftsmanship, mixed media	Mixed Media lessons Grade 7: Linocut Lesson Grade 8: Collagraph Lesson
<b>Differentiation through Universal Design for Learning</b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Building Knowledge</b> 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, or formulas.</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships.</li> <li>● Highlight previously learned skills that can be used to solve unfamiliar problems.</li> </ul>
<b>Interaction</b> 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> <li>● Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>
<b>Strategy Development</b> 6.1 Set meaningful goals.	<ul style="list-style-type: none"> <li>● Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>● Use models or examples of the process and product of goal-setting.</li> <li>● Post goals, objectives, and schedules in an obvious place.</li> </ul>
<b>Welcome Interests &amp; Identities</b> 7.2 Optimize relevance, value, and authenticity	<ul style="list-style-type: none"> <li>● Vary activities and sources of information so they can be: <ul style="list-style-type: none"> <li>○ Personalized and contextualized to learners’ lives</li> <li>○ Culturally relevant and sustaining</li> <li>○ Socially relevant</li> <li>○ Age and ability appropriate</li> <li>○ Appropriate for different racial, cultural, ethnic, and gender groups</li> </ul> </li> <li>● Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.</li> <li>● Provide tasks that allow for active participation, exploration, and experimentation.</li> <li>● Invite personal response, evaluation, and self-reflection to content and activities.</li> </ul>
<b>Sustaining Effort and Persistence</b> 8.3 Foster belonging and community	<ul style="list-style-type: none"> <li>● Create opportunities for learners to share their ideas for different ways to foster belonging and</li> </ul>

community.

### Supporting Multilingual/English Learners

#### Related CELP standards:

#### CELP Teacher Actions:

An EL can . . .

6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

\* identify a few key words and phrases in oral communications and simple written texts

6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions

6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.

• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions

6-8.9 - create clear and coherent grade-appropriate speech and text.

• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,

6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.

• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions

#### Lesson Sequence

#### Learning Target

#### Success Criteria/ Assessment

#### Resources

1-3

I can use colors, lines and various marks to create an expressive monoprint

Students will create a number of monoprints with different colors and tools

Examples of monoprints  
Demonstration of techniques

4-6

I can use my monoprints to construct a final artwork (possible example: collage)

Students will transform their monoprints into a final artwork

Rubric:  
[Final Project Assessment](#)

Demonstrations  
Visuals  
Optional- resources on a specific artist or art movement

**Unit Title:**

# Assemblage - Mask Making

**Relevant Standards: Bold indicates priority**

**VA:Cr2.1.6a** - Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

**VA:Pr4.1.6a** - Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.

**VA:Re.7.1.6a** - Identify and interpret works of art or design that reveal how people live around the world and what they value.

**Essential Question(s):**

**Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?**

**Pr4.1** - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

**Re7.1** - 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?

**Enduring Understanding(s):**

**Cr2.1** - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

**Pr4.1** - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

**Re7.1** - 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

**Demonstration of Learning:**

Students will use a variety of materials to create one unified artwork combining a multitude of materials.

**Pacing for Unit**

5-7

**Family Overview (link below)**

Students will create one artwork combining a multitude of materials. Students will have the opportunity to construct one artwork using many different art materials. One artwork could include, paint, collage, sculpture and found objects. The possibilities and choices for this assignment are wide and cater to the students interests. The final piece may be 2D or 3D and students will learn how to create unity within an artwork

**Integration of Technology:**

*smartboard*

using more than one medium.	
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Mixed media, assemblage, media, medium, collage, craftsmanship, unity	A variety of materials both found and purchased, examples: buttons, wires, boxes, papers, feathers, pipe cleaners, dowels, foil, spools etc... Paint, brushes, paper mache, newspaper
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Technology Education - using shared materials Language Arts - incorporate writing and words	"This isn't really art" "I can just do anything and it'll be art"
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Use of variety of materials, focus on craftsmanship and unity in an artwork	Use of variety of materials, focus on craftsmanship and unity in an artwork Grades 7 & 8 - Students will apply and advance their sculpture and unity skills to the clay and mixed media assignments.
<b>Differentiation through Universal Design for Learning</b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<b>Building Knowledge</b> 3.3 Cultivate multiple ways of knowing and making meaning	<ul style="list-style-type: none"> <li>• Use explicit prompts for each step in a sequential process to help learners develop a logical flow specific for their understanding and create a structure of complex tasks.</li> <li>• Use interactive models that guide exploration and new understandings.</li> <li>• Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film, and media).</li> <li>• "Chunk" information into smaller elements, helping to prevent cognitive overload.</li> <li>• Progressively release information (e.g., sequential highlighting).</li> <li>•</li> </ul>
<b>Strategy Development</b> 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> <li>• Use prompts to guide self-monitoring and reflection.</li> <li>• Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.</li> </ul>
<b>Welcoming Interests and Identities</b> 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> <li>• Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul>
<b>Sustaining Effort and Persistence</b> 8.3 Foster belonging and community	<ul style="list-style-type: none"> <li>● Create opportunities for learners to share their ideas for different ways to foster belonging and community.</li> </ul>

### Supporting Multilingual/English Learners

Related CELP standards:	CELP Teacher Actions:
An EL can . . .  6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	* identify a few key words and phrases in oral communications and simple written texts
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</li> <li>• present basic information</li> <li>• respond verbally and nonverbally to simple questions and some why questions</li> </ul>
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul style="list-style-type: none"> <li>• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions</li> </ul>
6-8.9 - create clear and coherent grade-appropriate speech and text.	<ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,</li> </ul>
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.	<ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>• understand and respond to simple questions</li> </ul>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Mask History, Cultural Importance	I can understand why different cultures may have created masks.  I can identify the aesthetic difference in masks from different cultures/ time periods.	I can show my understanding by participating in a teacher led discussion.	Images of masks, variety of time and culture.
Design and plan for construction	I can create a drawing of a mask to be built	The students will complete a drawing that encompasses all the teachers' criteria.	Drawing paper, pencils, rulers



Create form to construct or build the mask onto	I can demonstrate my knowledge of creating visual interest in a 3-d format, by constructing a form to support the mask.	The students will build a form that will support their artistic design	Cardboard scraps, tin foil, tape, firm paper,
How do you use paper mache correctly?	I can create even, smooth , strong layers of paper mache . I can correctly troubleshoot any mistakes in the paper mache application.	The students will layer the paper mache over their mask form with few wrinkles, no thin spots, and alternating directional pieces.	Paper mache mix, mask forms, paper scraps.
Adding color to the mask	I can use tempera paint to add designs and visual texture to the mask. I can assess my work and make any necessary corrections.	The students will make artistic decisions that support their designs by correctly applying tempera paint to their masks.	Paint, brushes, mixing areas

Unit Title:	
Clay - Pinch Pots	
Relevant Standards: <b>Bold indicates priority</b>	
<p><b>VA:Cr3.1.6.a</b> - Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>VA:Pr4.1.6.a</b> - Analyze similarities and differences associated with preserving and presenting two-dimensional, three- dimensional, and digital artwork.</p> <p><b>VA:Re.7.1.6.a</b> - Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p><b>VA:Cn11.1.6.a</b> - <b>Analyze how art reflects changing times, traditions, resources, and cultural uses.</b></p>	
Essential Question(s):	Enduring Understanding(s):
<p><b>Cr3.1</b> - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>Pr4.1</b> - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><b>Re.7.1</b> - 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?</p>	<p><b>Cr3.1</b> - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p><b>Pr4.1</b> - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b>Re.7.1</b> - 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.</p>

<p><b>Cn11.1</b> - 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?</p>	<p><b>Cn11.1</b> - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
<p><b>Demonstration of Learning:</b></p>	<p><b>Pacing for Unit</b></p>
<p>Students will build their own clay sculpture and then apply paint or glaze to the fired piece.</p>	<p>6-7 classes</p>
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p>Students will use their hands to create a pinch pot and turn it into a sculpture. This unit covers various clay terms (pinch, coil, fire, kiln, hand building, slab and score and slip) as well as sculpture concepts like form vs. function, stability and 2D vs 3D. Students will build their own clay sculpture and then apply paint or glaze to the fired piece.</p>	<p><i>Smartboard</i></p>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p>Pinch, slip, score, coil, slab, kiln, hand building, form vs function, glaze</p>	<p>Clay, Glaze, Glaze brushes, Clay stands for kiln, clay tools, rolling pins, clay sponges, kiln</p>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<p>Social Studies: clay creations from various cultures Technology Education: creating functional products, building skills</p>	<p>“I can’t make a sculpture” A pinch pot is easy to make</p>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>Past Clay Projects Prior Art Units with connection to craftsmanship</p>	<p>Grade 7 - Slab Pottery Unit Grade 8 - Coil Pottery Unit</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p><b>Building Knowledge</b> 1.1 Support opportunities to customize the display of information</p>	<p>Offer information in accessible formats so the following perceptual features can be customized:</p> <ul style="list-style-type: none"> <li>● Font, size of text, character and line spacing, character width, background color, and text colors</li> <li>● Size of images, graphs, tables, and other visual content</li> <li>● Contrast between background and images</li> <li>● Color used for information or emphasis</li> <li>● Volume or rate of speech or sound</li> <li>● Speed or timing of video, animation, sound, simulations, etc.</li> <li>● Layout of visual or other elements</li> </ul>

<p><b>Building Knowledge</b> 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> <li>• Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>• Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>• Bridge concepts with relevant analogies and metaphors.</li> </ul>
<p><b>Interaction</b> 4.1 Vary and honor the methods for response, navigation, and movement.</p>	<ul style="list-style-type: none"> <li>• Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>
<p><b>Strategy Development</b> 6.1 Set meaningful goals.</p>	<ul style="list-style-type: none"> <li>• Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>• Use models or examples of the process and product of goal-setting.</li> <li>• Post goals, objectives, and schedules in an obvious place.</li> </ul>
<p><b>Emotional Capacity</b> 9.1 Recognize expectation, beliefs, and Motivations</p>	<ul style="list-style-type: none"> <li>• Use prompts, reminders, guides, rubrics, and checklists that focus on: <ul style="list-style-type: none"> <li>◦ Setting regulatory goals like managing anxiety in response to challenge</li> <li>◦ Increasing the length of on-task orientation in the face of distractions</li> <li>◦ Elevating the frequency of self-reflection</li> </ul> </li> </ul>
<p><b>Emotional Capacity</b> 9.2 Develop awareness of self and others</p>	<p>Use differentiated models, scaffolds, and feedback for:</p> <ul style="list-style-type: none"> <li>• Managing frustration</li> <li>• Developing internal controls and coping skills</li> </ul>
<p><b>Supporting Multilingual/English Learners</b></p>	
<p><b>Related CELP standards:</b></p>	<p><b>CELP Teacher Actions:</b></p>
<p>An EL can . . .</p> <p>6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p>	<p>* identify a few key words and phrases in oral communications and simple written texts</p>
<p>6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions</p>

6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions	
6-8.9 - create clear and coherent grade-appropriate speech and text.		• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can use proper handbuilding techniques to construct a pinch pot.	Students can transform a ball of clay into a pinch pot	Demonstrations Visuals
3-4	I can demonstrate proper attachment methods to construct a pinch sculpture.	Students creatively use a pinch pot base to construct a unique sculpture	Demonstrations Visuals Optional- resources on a specific artist or art movement
5-7	I can apply glaze with creativity and craftsmanship	Students will apply various glazes to add color to their pottery  Rubric: <a href="#">Final Project Assessment</a>	Glaze chart Directions on how to apply glaze

**Unit Title:**

## Design - Typography/Lettering

**Relevant Standards: Bold indicates priority**

**VA:Cr1.2.6.a** - Formulate an artistic investigation of personally relevant content for creating art.

**VA:Re8.1.6.a** - Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

**VA:Cn10.1.6.a** - Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

**VA:Cn11.1.6.a** - Analyze how art reflects changing times, traditions, resources, and cultural uses.

Essential Question(s):	Enduring Understanding(s):
<p><b>Cr1.2</b> - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p><b>Re8.1</b> - 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 vocabularies help us understand and interpret works of art?</p> <p><b>Cn10.1</b> - 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 art-making?</p> <p><b>Cn11.1</b> - 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?</p>	<p><b>Cr1.2</b> - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p><b>Re8.1</b> - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Cn10.1</b> - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Cn11.1</b> - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will create a composition using a visually interesting compositional design and font</p>	<p>6-7 classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will learn about the art of lettering and how to use letters as an art form. Students will create a composition using a visually interesting compositional design and font. Students will look at the ways in which lettering and fonts are a part of our world, including but not limited to packaging, signs, clothing, logos and media. Student artwork will focus on drawing letters and adorning them with design.</p>	<p><i>smart board, fonts</i></p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Font, serif, baseline, script, cap line [Possible additional Vocab: Block letters, Bubble Letters, Graffiti,</p>	<p>Typography books/resources, sharpies/ink pens, oaktag/bristol board, drawing pens</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Language Arts: Book Design, vocabulary Spanish: using vocabulary</p>	<p>Lettering is just lettering, it is not important I know how to make letters</p>
Connections to Prior Units:	Connections to Future Units:
<p>Use of variety of materials, focus on craftsmanship and unity in an artwork</p>	<p>Grade 7: Packaging Design Grade 8: Product Design</p>

## Differentiation through [Universal Design for Learning](#)

### UDL Indicator

### Teacher Actions:

#### Language and Symbols

2.1 Clarify vocabulary, symbols, and language structures

- Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge.

#### Strategy Development

6.1 Set meaningful goals.

- Use prompts and scaffolds to estimate effort, resources, and challenge.
- Use models or examples of the process and product of goal-setting.
- Post goals, objectives, and schedules in an obvious place.

#### Strategy Development

6.2 Anticipate and plan for challenges

- Use checklists and project planning templates for understanding the goal and setting up prioritization, sequences, and schedules of steps.

#### Welcoming Interests and Identities

7.1 - Optimize choice and Autonomy

- Embed choices that align with the learning goal, such as:
  - The content to explore
  - The tools used for exploration or production
  - The type of rewards or recognition available
  - The opportunities for practicing and assessing learning
  - The design or graphics of layouts, etc.
  - The sequence or timing for completion of tasks

#### Sustaining Effort and Persistence

8.5 Offer action-Oriented feedback

- Offer feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.
- Offer feedback that emphasizes effort, improvement, and achieving a goal rather than on relative performance.
- Offer feedback that is frequent, timely, and specific.
- Offer feedback that is substantive and informative rather than comparative or competitive.
- Offer feedback that models how to incorporate reflection, including identifying patterns of challenges or strengths, into positive strategies for future success.
- Offer feedback that encourages risk taking and offers another (or differing) perspective(s).

Supporting Multilingual/English Learners			
Related CELP standards:		CELP Teacher Actions:	
An EL can . . .  6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		* identify a few key words and phrases in oral communications and simple written texts	
6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions	
6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.		• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions	
6-8.9 - create clear and coherent grade-appropriate speech and text.		• communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,	
6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.		• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify the different parts of typography and the use of lettering to communicate tone or emotion..	Students will learn, identify and apply the different components of letters	Smartboard, Visuals of various type, handouts with information on lettering and type
2-3	I can use various Elements of Art to design letters.	Students practice creating letters in a variety of designs.	Smartboard, Visuals of various type, handouts with information on lettering and type  Misc. examples of typography in real life -Logos, Advertisements etc..
4-7	I can demonstrate unity in an organized and cohesive typographical design..	Students will create a culminating artwork that focuses on typography design.  Rubric: <a href="#">Final Project Assessment</a>	Smartboard, Visuals of various type, handouts with information on lettering and type

