

Student Achievement Committee Meeting

Wednesday, January 15, 2025 6:30 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **Call to Order/ Pledge of Allegiance**

2. **Decision: Approval of Minutes**

3. **Public Comment**

4. **Information**

4.1. Post-secondary Readiness and Enrollment Report **Presenter:** Carly Fortin

5. **Decision**

5.1. Digital Art and Design **Presenter:** Kenneth Bagley

5.2. Middle School Art, Grades 6-8 **Presenter:** Kenneth Bagley

6. **Adjournment**



**Student Achievement & Outcomes Committee
December 18, 2024
MINUTES - DRAFT**

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: [December 18, 2024 SAC Meeting Recording](#)

PRESENT Committee members: Jill Fitzsimons-Bula, Maria Simmons

ALSO PRESENT: Kimberly Culkin, Carly Fortin (Zoom), Sara Hale, Michael Higgins (Zoom), Laura Lanza, Azra Redzic (Zoom), Jillian Romann (Zoom), Commissioner Jennifer Van Gorder (Zoom), Leszek Ward, Iris White, Peter Wininger

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from September 18, 2024 meeting:

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to approve the September 18, 2024 minutes.

Decision: Approval of Minutes from November 20, 2024 meeting:

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to approve the November 20, 2024 minutes.

Information: CT Physical Fitness Assessment Data

Mrs. Sara Hale, Supervisor of Physical Education and Wellness, presented the district's physical fitness data for the 2023-2024 school year, highlighting a 96% participation rate and 54% passing all four fitness components. Improvements were seen across schools, with strategies like goal-setting for students, collaboration between health and PE teachers, and before-school programs to target specific fitness components. Families were involved through fitness calendars, and there are plans to integrate fitness results into PowerSchool for easier parent access. The meeting emphasized the importance of continuing to enhance both student performance and family engagement in physical fitness.

Questions and discussion followed.

Decision: 2025 SAC Meeting Calendar Dates

Commissioner Fitzsimons-Bula presented the potential 2025 Student Achievement meeting dates.

On a motion made by Commissioner Simmons and seconded by Commissioner

Fitzsimons-Bula, it was unanimously;

VOTED: to approve the SAC Meeting Dates for 2025.

Decision: 25-26 High School Program of Studies

Mr. Peter Wininger, principal at Bristol Central High School, presented the high school program of studies for the 2025-2026 school year.

Questions and discussion followed.

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to move the 25-26 High School Program of Studies to the full Board of Education for approval.

Decision: Pottery 3 (New Course)

Mrs. Hale presented the new curriculum, Pottery 3, a course building on skills learned in Pottery 1 and 2. The course will allow students to further develop their ceramic arts knowledge, focusing on self-expression and media exploration while preparing a portfolio. Key units include reviewing pottery techniques, working with open and closed shapes, and creating unique forms by combining hand-built and wheel-thrown components.

Questions and discussion followed.

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to move the Pottery 3 Curriculum to the full Board of Education for approval pending a location confirmation for this course.

Decision: Improv Comedy (New Course)

Mrs. Hale presented the new course curriculum, Improv Comedy which will be a part of the Acting Pathway at BAIMS. The course aims to help students develop foundational skills in improv, enhance creativity, and improve communication through theater games and performances.

Questions followed.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, it was unanimously;

VOTED: to move the Improv Comedy Curriculum to the full Board of Education for approval with the understanding that answers to these questions would be provided before the board meeting.

Decision: Found Object Art (New Course)

Mrs. Hale presented the Found Object Art course as part of the 3D art pathway at BAIMS, designed to integrate new national core art standards. It emphasizes using discarded or unwanted materials to create art, helping students understand how altering these materials, like changing their color or assembling them in unique ways, can alter their perception and the viewer's perception.

Questions followed.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, it was unanimously;

VOTED: to move the Found Object Art Curriculum to the full Board of Education for approval with the understanding that answers to these questions would be provided before the board meeting.

Decision: 6-8 Wellness (Revision)

Mrs. Hale presented the curriculum for middle school wellness which had not been updated since 2012, making it necessary to revise it in light of new Connecticut State standards and the National Health Education standards. The revision aligns with a shift to skills-based health education, which focuses on teaching life skills to help students make informed and healthy decisions. This approach is student-centered and emphasizes interactive, project-based learning rather than traditional knowledge-focused methods.

Questions and discussion followed.

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to move the 6-8 Wellness Curriculum to the full Board of Education for approval.

There being no further discussion, Commissioner Fitzsimons-Bula adjourned the meeting at 7:29pm.

Respectfully submitted,

Katlyne Laprise

Katlyne Laprise



PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

PUBLIC COMMENT


Before a Remote Meeting

1. Send your comments to: KatlyneLaprise@bristolk12.org
2. Be sure to put **PUBLIC COMMENT-SAC** in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

During a Remote Meeting

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.

Bristol, Connecticut

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Digital Art and Design	Art	9-12 BAIMS	0.5
Course Description:			
Digital Art & Design is a digital art class where you will learn the powerful software tools used to create digital art for print such as Adobe Photoshop and Illustrator. You will learn to edit and adjust photographs, create original photo manipulations, original illustrations, and commercial art.			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
N/A		<p>Effectively Communicate in a Global Society: MEDIA LITERACY -Understand both how and why media messages are constructed, and for what purpose -Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p> <p>Demonstrate Academic Knowledge and Skills: CRITICAL THINKING AND PROBLEM SOLVING -Collect, assess and analyze relevant information -Reason effectively, use systems thinking -Make sound judgements and decisions, identify, define and solve authentic problems and essential questions, -Reflect critically on learning experience, processes and solutions -Transfer knowledge to other situations.</p> <p>Meaningfully contribute to a global society: COLLABORATION -Demonstrates ability to work effectively and respectfully with diverse teams -Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal -Assume shared responsibility for collaborative work and value the individual contributions made by each team member</p>	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
N/A		 Digital Art and Design - Equity Curriculum Review	
Standard Matrix			

District Learning Expectations and Standards	Principles of Design	Design Process	Typography	Color	Client Project
Creating					
VA:Cr1.1 Investigate, Plan, Make	X	X	X	X	X
VA:Cr2.1 Organize and develop artistic ideas and work	X	X	X	X	X
VA:Cr3.1 Refine and complete artistic work.		X	X	X	X
Presenting					
VA:Pr.4.1 Select, analyze, and interpret artistic work for presentation.					
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					
VA:Pr6.1 Convey meaning through the presentation of artistic work.					
Responding					
VA:Re7.1 Perceive and analyze artistic work.		X	X		X
VA:Re8.1 Interpret intent and meaning in artistic work.		X	X		X
VA:Re9.1 Apply criteria to evaluate artistic work.				X	
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	X	X	X		X
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					

Unit Links

Design Process	5
Typography	9
Color	13
Client Project	15

Unit Title:

Principles of Design

Relevant Standards: Bold indicates priority

VA:Cr.1.1.1a - Use multiple approaches to begin creative endeavors.

VA:Cr.2.1.1a - Engage in making a work of design without having a preconceived plan.

VA:Cr.10.1.1a - Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Question(s):	Enduring Understanding(s):
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Cr.1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr.2.1 - 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?

Cr.10.1 - 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?

Cr.1.1 - Creativity and innovative thinking are essential life skills that can be developed

Cr.2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Cr.10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Demonstration of Learning:	Pacing for Unit
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Tests/quizzes
Students will also create a Collage to demonstrate their knowledge of the Principles of Design

7 Classes

Family Overview (link below)	Integration of Technology:
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In this unit students will review the principles of design including Balance, Unity, Variety, Emphasis, Movement, Pattern, Proportion, and Space.

Adobe Photoshop
Adobe Suite

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
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Abstract Ambiguity Comprehensive design Elements of Design Principles of Design Representational Rough sketch Shape Texture Thumbnail sketch Ubiquitous			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
The Principles of design are used throughout all visual communication.		Digital Art involves less skill than traditional art.	
Connections to Prior Units:		Connections to Future Units:	
Review of concepts learned in previous art classes.		The learning in this unit will be used to in their culminating Client Project	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity		<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features. ● Highlight previously learned skills that can be used to solve unfamiliar problems. ● Use web applications (e.g., collaborative applications, animation, presentation). ● 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> ● recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
What is Digital Art	I can learn and understand the expectations and basics of the Digital Art course	I can listen and respond to group discussion on Digital Art	
Principles of Design	I can learn about and identify the Principles of Design: Balance, Unity, Variety, Emphasis, Contrast, Repetition, Proportion, Movement, Space	I create a collage demonstrating my understanding of one of the principles of design	

Intro to Digital Art and Design Programs	I can apply knowledge of Adobe Photoshop tools to create a graphic image. I can Identify tools used to produce a digital image. I can demonstrate how to create a digital illustration. I can discuss how graphics are used in today's media. I can produce an original image using Adobe Photoshop tools	I can demonstrate understanding of design elements to create a basic image using layer, mask, crop, cut, and paste tools.	Adobe Photoshop
Elements of Design	I can learn about and identify the Elements of Design: Shape, Line, Color, Form, Value, Texture	I create a collage demonstrating my understanding of one of the elements of design	
Intro to Digital Art and Design Programs	I can apply knowledge of Adobe Photoshop tools to create a graphic image. I can Identify tools used to produce a digital image. I can demonstrate how to create a digital illustration. I can discuss how graphics are used in today's media. I can produce an original image using Adobe Photoshop tools	I can demonstrate understanding of design elements to create a basic image using layer, mask, crop, cut, and paste tools.	

Unit Title:

Design Process

Relevant Standards: Bold indicates priority

VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr3.1.IIA - Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re.7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Essential Question(s):

Enduring Understanding(s):

<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>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?</p> <p>Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>Cr3.1 - 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>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?</p> <p>Re8.1 - 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>Cr10.1 - 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?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Re7.2 - Visual imagery influences understanding of and responses to the world.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cr10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Tests/quizzes Students will also create Mood Boards, design sketches, Logos, and Branding.</p>	<p>20 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit students will learn the process of designing a project from defining the project, researching the topic, generating ideas, design development and implementation.</p>	<p><i>Adobe Suite</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Aesthetic Band-aid solution Bias</p>	

<p>Brainstorm Brand Cliché Clientele Collage Creative spark Culminate Define the problem Design Design for good Design process Final composition Ideation Iteration Logo Market research Mind map Montage Mood board Orient Rough sketches Springboard Stereotype Synonym Target audience Thumbnail sketch Tight rough sketches Ubiquitous Visual communication Visual hierarchy</p>	
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
	<p>Artists just put ideas together and they work. Digital Art requires less practice.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>This unit will connect all elements and principles learned into a concise process for designing a piece of art.</p>	<p>The learning in this unit will be used to in their culminating Client Project</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features. ● Highlight previously learned skills that can be used to solve unfamiliar problems. ● Use web applications (e.g., collaborative applications, animation, presentation). ●
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>Learning Targets:</p>

9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EI can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Introduction	I can analyze and understand the strong connections between art and design. I can realize the design process is just a process - not scary! I can start to understand the differences between effective and ineffective designs.	Students will be able to work in small groups to identify and present at least 5 possible problems to a given scenario and come up with 5 possible solutions to fix the problem.	
Define the Problem	I can recognize that information given to me is not always correct and useful. I can pinpoint the actual roots of a problem. I can explore, analyze, and formulate new creative solutions to the presented problems	Students will be able to create two digital mood boards, each supported by research, which represent two potential clientele for a created hypothetical company.	
Learn	I can utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through the design process. I can identify and evaluate types of contextual information useful in solving a particular design problem. I can create a mood board exemplifying a hypothetical company's potential clientele.	Students will be able to create two digital mood boards, each supported by research, which represent two potential clientele for a created hypothetical company.	
Generate Ideas	I can strategize idea generating methods in an effort to come up with more unique ideas. I can identify and evaluate types of contextual information useful in generating lots of ideas. I can create questions, lists, and a mind map in an effort to generate more specific ideas.	Students will be able to come up with many (upwards of 40-50) unique thumbnail sketches of logos based on a business of their choice (or invention).	
Design Development	I can evaluate the effectiveness of their design to influence ideas, feelings, and behavior. I can identify and evaluate types of contextual information useful through the design process. I can engage in constructive critique in order to meet appropriate project goals and vision. I can create three useful logos for a hypothetical company.	Students will be able to create a finished logo utilizing every step of the design process and understand why each step is important	
Implementation	I can demonstrate the design process through experimentation, practice, and persistence. I can focus my design in	Students will create a brand for a company, including logo, tagline,	

	<p>response to contemporary issues. I can utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through the design process. I can create and implement a created brand to their hypothetical company</p>	<p>brand colors, imagery representation, and application onto business card, billboard, clothing, and one other item of students choice.</p>	
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Unit Title:

Typography

Relevant Standards: Bold indicates priority

VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.

VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student’s existing artwork.

VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr3.1.IIa - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re.7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cr8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Essential Question(s):	Enduring Understanding(s):
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Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr1.2 - How does knowing the contexts, histories, and traditions of art forms help us create works of art and

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed

Cr1.2 - Artists and designers shape artistic investigations, following or breaking with traditions in

<p>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>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?</p> <p>Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>Cr3.1 - 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>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?</p> <p>Re8.1 - 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>Cr10.1 - 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?</p>	<p>pursuit of creative art making goals</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Re7.2 - Visual imagery influences understanding of and responses to the world.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cr10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Demonstration of Learning:	Pacing for Unit
<p>Tests/quizzes Students will also create various typeset projects</p>	<p>9 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>In this unit students will learn the details of fonts and the symbology that can go into choosing the proper type for the occasion.</p>	<p><i>Class Slideshow, Adobe Suite</i></p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Alignment Alphabet Ascender Baseline Cap height Centered alignment</p>	

<p>Character Descender Font Font pairing Hand lettering Hierarchy Hieroglyphics Ideograph Justified alignment Kerning Leading Left aligned Line length Pica Pictograph Point Right aligned Sans Serif Symbol Tracking Type Typeface Typography</p>	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Possible connections to word processing and presentation in other classes.	Sans Serifs are better than Serifs. Professionals don;t use free fonts All fonts are already created
Connections to Prior Units:	Connections to Future Units:
Typography is an important element of design to distinguish mood and meaning.	The learning in this unit will be used to in their culminating Client Project
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features. ● Highlight previously learned skills that can be used to solve unfamiliar problems. ● Use web applications (e.g., collaborative applications, animation, presentation). ●
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
<p>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> ● recognize the meaning of a few frequently

		occurring words, phrases, and formulaic expressions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Introduction to Typography	I can analyze the role of typography in everyday life. I can explain the effects of functional typography. I can identify experiences or products that need typographic redesign.	Students will be able to analyze typography and explain the effects of functional typography	
Typography in Action	I can analyze the role of typography in everyday life. I can explain the effects of functional typography. I can identify experiences or products that need redesign. I can apply elements and principles of design to real life problems. I can critically evaluate completed design.	Students will illustrate an emotion and encourage self expression within a typographic execution.	
The Language of Type	I can differentiate between serif, sans serif, slab serif, and script typefaces. I can explain the effects of functional typography. I can identify experiences or products that need redesign. I can apply the elements and principles of design to real life problems. I can critically evaluate completed design.	Students will be able to distinguish serif from sans serif typefaces, and practice the use of script typefaces. Students will learn the most important typeface anatomy terms so they can compare and contrast the qualities of serif and sans serif typefaces in selecting a font for a design.	
Font Pairing and Hierarchy	I can pair serif and sans serif typefaces. I can use typography to enhance the meaning of poetry. I can gain insights into meanings of artworks by engaging in the process of critique. I can critically evaluate completed design.	Students will be able to typeset poems, designing a visual hierarchy and paring different fonts until they come up with a scheme that they are happy with. The entire class will contribute to the creation of a book of favorite poems.	12

Unit Title:

Color

Relevant Standards: Bold indicates priority

VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr3.1.IIA - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re9.1.Ia - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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?

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?

Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Cr3.1 - 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?

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed

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

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

Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

<p>Re9.1 - 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>Re9.1 - People evaluate art based on various criteria.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Tests/quizzes Students will develop color boards</p>	<p>2 Classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit students will review color theory that looks at color models, Color Relationships, and the concepts of Hue, Saturation, Shade, and Tint.</p>	<p><i>Adobe Suite</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p><u>Vocabulary: Color Models</u> Additive color (RGB, Key Primary colors Subtractive color (CMY)</p> <p><u>Vocabulary: Color Terms</u> Hue Saturation Shade Tint</p> <p><u>Vocabulary: Color Relationships</u> Analogous colors Complementary colors Cool colors Split-complementary colors Triadic colors Warm colors</p>	
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Stage lighting Application of Color theory to Presentations</p>	<p>Colors are always the same for most people in most circumstances. Warm colors feel smaller and cool colors seem larger.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Review of Color Theory learning from previous Art Classes</p>	<p>The learning in this unit will be used to in their culminating Client Project</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features.

Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity		<ul style="list-style-type: none"> • Highlight previously learned skills that can be used to solve unfamiliar problems. • Use web applications (e.g., collaborative applications, animation, presentation). • 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Color	I can demonstrate an understanding of the different color models and relationships between colors. I can develop an awareness of color's expressive role in visual culture. I can critically analyze the use of color in media to create thematic and narrative expressions. I can make color compositions exploring the expressive and communicative qualities of the different color relationships. I can constructively critique my peers on their use of color to communicate visually.	To develop the ability to analyze media and build a color palette based on the media's use of color to establish a theme or tell a story. To explore the impact of different color palettes on a common design and to create different, specific expressions in a design through color alone.	

Unit Title:
Client Project
Relevant Standards: Bold indicates priority
<p>VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.</p> <p>VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.</p>

VA:Cr2.3.IIIa - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

VA:Cr3.1.IIA - Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Cr3.1.IIIa - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Re.7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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?

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?

Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Cr3.1 - 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?

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?

Re8.1 - What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed

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

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

Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

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

Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.

<p>text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>Cr10.1 - 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?</p>	<p>Cr10.1 -Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Tests/ Quizzes Students will work with a client to develop a Digital Art project. This could include advertising, promotion, presentations, or web content for business or school. This will be a comprehensive project that will culminate the learning of the class.</p>	<p>7 Classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit students will work with a client to develop a Digital Art project. This could include advertising, promotion, presentations, or web content for business or school.</p>	<p><i>Adobe Suite</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Application of previous units vocabulary</p>	
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Students will work with different departments and offices to develop digital art materials for their use.</p>	<p>Digital Art designers work on their own without the need to collaborate with the client.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>An Application of all prior learning</p>	<p>-</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity</p> <p>Sustaining Effort and Persistence 8.1 Clarify the meaning and purpose of goals. 8.3 Foster collaboration, interdependence, and collective learning</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features. ● Highlight previously learned skills that can be used to solve unfamiliar problems. ● Use web applications (e.g., collaborative applications, animation, presentation). ● Encourage organization of long-term goals into short-term objectives. ● Use prompts or scaffolds for imagining desired outcomes. ● Create community agreements that emphasize learners' ideas for fostering collaboration,

interdependence, and collective learning.

Supporting Multilingual/English Learners

Related CELP standards:

9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- gather information from a few provided print and digital sources

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Concept Development	I can use the design process to plan and create a project to be used by a client.	I can work with a client to identify a need and develop a project.	
Final Project	I can Define the problem, research, generate ideas, design, and implement a project for a client	I can produce a functional piece of digital art for a client's use.	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Art - 8th Grade	Art	8	
Course Description:			
<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 8 Art will include: Drawing the Human Figure; Painting with Acrylics; Printmaking with Collagraphs; Assemblage with cardboard; Coil Pottery; and Product design.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts Understand other nations and cultures including the use of non-English language <p>COLLABORATION</p> <ul style="list-style-type: none"> Demonstrates ability to work effectively and respectfully with diverse teams <p>SOCIAL AND CROSS-CULTURAL SKILLS</p> <ul style="list-style-type: none"> Know when it is appropriate to listen and when to speak Conduct themselves in a respectable, professional manner Respect cultural differences and work effectively with people from a range of social and cultural backgrounds Leverage social and cultural differences to create new ideas and increase both innovation and quality of work <p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact 	

- Communicate effectively in diverse environments (including becoming multi-lingual)
- GOAL DIRECTED**
- Set goals with tangible and intangible success criteria
 - Use time and financial resources wisely to meet goals, complete tasks, and manage projects
 - Balance tactical (short-term) goals
 - Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

This curriculum is a continuation of the skills and knowledge presented in the Bristol K-7 Art Curriculum

[Equity Curriculum Review - Art 8th Grade](#)

Standard Matrix

District Learning Expectations and Standards	Drawing - The Human Figure	Painting - Acrylic	Printmaking - Collagraph	Assemblage - Cardboard Sculpture	Clay - Coil Pottery	Design - Product Design
Creating						
VA:Cr1.1 Investigate, Plan, Make	x		P	x		
VA:Cr2.1 Organize and develop artistic ideas and work		x			x	x
VA:Cr3.1 Refine and complete artistic work.					x	
Presenting						
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.				x		x
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.		x			x	
VA:Pr6.1 Convey meaning through the presentation of artistic work.	x		x			
Responding						

VA:Re7.1 Perceive and analyze artistic work.	x	P	x	x	x	P
VA:Re8.1 Interpret intent and meaning in artistic work.	P	x	x	x	x	x
VA:Re9.1 Apply criteria to evaluate artistic work.						
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.				P		x
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x	x	x		P	

Unit Links

Drawing - The Human Figure	3
Painting - Acrylic	8
Printmaking - Collagraph	11
Assemblage - Cardboard Sculpture	15
Clay - Coil Pottery	18
Design - Product Design	22

Unit Title:

Drawing - The Human Figure

Relevant Standards: **Bold indicates priority**

VA:Cr1.1.8.a - Document early stages of the creative process visually and/or verbally in traditional or new media.

VA:Pr6.1.8.a - Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

VA:Re.7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

VA:Re8.1.8.a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cn11.1.8a - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Pr6.1 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>Re.7.1 - 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?</p> <p>Re8.1 - 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>Cn11.1 - 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>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Pr6.1 - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Re.7.1 - 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.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cn11.1 - 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
Students will apply their skills to draw a person and insert their creativity to make it unique.	6-7 classes
Family Overview (link below)	Integration of Technology:
Students will learn the correct proportions of the human figure and how to accurately draw a person. Students will be taught various tools and techniques on how to draw a person so that the body is of realistic proportions. They will apply these skills to draw a person and insert their creativity to make it unique.	<i>Smartboard</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Proportion, figure, gesture, contour	Drawing mannequins, clear overlay paper, fine dry erase marks Proportion and body mapping handouts, pencils, erasers, grid paper, sport pose images (magazines, news paper, or google images.)
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<p>Anatomy: Integrates biology by discussing basic human anatomy, teaching students about skeletal structure and proportions (which are essential for accurate figure drawing).</p> <p>History & Culture: the significance of figure drawing in various cultures.</p> <p>Math: Uses math concepts like proportions, symmetry, and geometry to help students understand measurements and relationships within the body.</p> <p>ELA: Possibly have students create written narratives or poems with or inspired by their figure drawings.</p> <p>PE: Encourage students to study movement and posture; connecting figure drawing to physical activities like sports or other outdoor activities.</p>	<p>Drawing the figure is too hard “I can only draw stick figures”</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Drawing using proportions and relationships (6th Grade Self portraits & 7th Grade: Still life)</p>	<p>Drawing the figure from live models</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Language and Symbols 2.5 Illustrate through multiple media</p>	<ul style="list-style-type: none"> • 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). • Clarify links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams.
<p>Building Knowledge 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Pre-teach critical prerequisite concepts through demonstration or models. • Bridge concepts with relevant analogies and metaphors.
<p>Expression and Communication</p>	<ul style="list-style-type: none"> • Use differentiated models to emulate (e.g., models that demonstrate the same outcomes

<p>5.3 Build fluencies with graduated support for practice and performance</p>	<p>but use differing approaches, strategies, skills, etc.).</p> <ul style="list-style-type: none"> • Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform).
<p>Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy</p>	<ul style="list-style-type: none"> • Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ 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
<p>Sustaining Effort and Persistence 8.5 Offer action-Oriented feedback</p>	<ul style="list-style-type: none"> • 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).
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>CELP Teacher Actions:</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,</p>	<p>• actively listen to others • participate in short conversational and written exchanges on familiar topics</p>

responding to peer, audience, or reader comments and questions.	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 and describe realist human body proportions. I can demonstrate how to apply accurate proportions of the human figure	Students will map out basic shapes and lines as well as proportions on grid paper while using the drawing mannequins as reference tools.	Visuals Handouts Grid Paper Drawing Mannequins
2-3	I can create gesture and contour drawings of the human figure	Students will practice identifying proportions by mapping our basic shapes and gesture lines using manipulatives (Clear overlay paper, dry erase markers, action pose images.)	Visuals Handouts Drawing Mannequins
4-7	I can demonstrate form and value in addition to proportion to create a drawing of the human body.	Students will apply the skills learning in practice lessons to create a final piece that incorporates creativity, craftsmanship and the correct human proportions. Rubric: Final Project Assessment	Visuals Handouts Skeleton Drawing Mannequins

Unit Title:

Painting - Acrylic

Relevant Standards: Bold indicates priority

VA:Cr2.1.8.a - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

VA:Pr5.1.8.a - Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.

VA:Re7.1.8.a - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Re7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

VA:Re8.1.8.a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cn11.1.8.a - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

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?

Re7.1 - 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?

Re7.2 - What is an image? Where and how do we

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.

Re7.1 - 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

Re7.2 - Visual imagery influences understanding of and

<p>encounter images in our world? How do images influence our views of the world?</p> <p>Re8.1 - 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>Cn11.1 - 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>responses to the world.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Students will apply acrylic paint to create an authentic artwork of their ideas and visions.</p>	<p>6-7 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>Students will advance their painting skills and knowledge with the use of acrylic paint. Students will learn the difference between acrylic and tempera paint. Students will be taught the various brushes to use, the different textures that can be applied using acrylic paint and how to mix and change colors. Students will apply acrylic paint to create an authentic artwork of their ideas and visions.</p>	<p><i>Smart board</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Texture, Opaque, Brush Strokes, Blending, Hue, Tint, shades, Color Theory</p>	<p>Canvas and/or Paint surface, Brushes, Acrylic Paint, Gloss Medium, Gesso</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Science: Exploring the properties of acrylic paint: color mixing (color theory), drying process, and the principles of light (Tints and shades)</p> <ul style="list-style-type: none"> - Experimenting and trial and error <p>Mathematics: Geometry when planning compositions, and calculating paint mixtures, determining perspectives.</p> <p>History & Culture: Study the historical developments of acrylic paint as a medium, examining influential artists, movements. Analyze how different cultures use acrylic techniques and themes in their artwork.</p> <p>ELA: Engage students in critical analysis and interpretation of famous acrylic paintings, encouraging them to articulate their thoughts and emotions about the artwork through writing and discussion.</p>	<p>"Painting with Acrylic is the same dry time as tempera." "You need a lot of paint"</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Watercolor from grade 6 and Tempera from grade 7</p>	<p>Planning and Designing for projects</p>

Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). Pre-teach critical prerequisite concepts through demonstration or models. Bridge concepts with relevant analogies and metaphors.
Interaction 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
Strategy Development 6.1 Set meaningful goals.	<ul style="list-style-type: none"> 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.
Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> 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 8.2 Optimize challenge and support	<ul style="list-style-type: none"> Presume competence and nurture a belief in the capabilities of every learner. Offer options with varying modes of complexity or difficulty. Offer options for tools and scaffolds that align with the learning goal and promote agency. Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.
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"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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
1-2	I can demonstrate a variety of acrylic techniques	Students will practice applying different acrylic techniques on a practice grid.	Visuals Handouts Brushes (various sizes and shapes) Acrylic paints Palette paper Palette knives (optional)
3-7	I can demonstrate various acrylic techniques to create an original artwork.	Students will create an original artwork with acrylic Rubric: Final Project Assessment	Visuals Handouts Brushes (various sizes and shapes) Acrylic paints Palette paper Palette knives (optional)

Unit Title:

Printmaking - Collagraph

Relevant Standards: Bold indicates priority

VA:Cr1.1.8.a - Document early stages of the creative process visually and/or verbally in traditional or new media.

VA:Pr6.1.8.a - Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

VA:Re.7.1.8.a - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Re.7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

VA:Re8.1.8.a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cn11.1.8.a - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Pr6.1 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Re.7.1 - 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?

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?

Re8.1 - 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?

Cn11.1 - 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?

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Pr6.1 - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Re.7.1 - 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.

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

Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.

Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Demonstration of Learning:	Pacing for Unit
Students will create a collagraph plate and print it numerous times to create multiples of the same image.	5-7 classes
Family Overview (link below)	Integration of Technology:
Students will be taught about the process of printmaking, the art of transferring an image or design from one surface to another. The specific printmaking technique covered in 8th grade is collagraph, where the students will build their raised printing surface using materials like cardboard, foam, string, fabric and paper. Students will print their design numerous times as that is one benefit of printmaking. This lesson will focus on repeating an artwork using a variety of colors.	<i>smartboard</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Printmaking, collagraph, ink, brayer, plate, print, printing press, edition	Printing press, cardboard, foam, oaktag/bristol board, variety of papers, printing ink, brayers
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
History - propaganda; art in the past; history of the printing press / book printing Science / Technology - creation and history of the printing press	Printing isn't art Printing is only done with technology
Connections to Prior Units:	Connections to Future Units:
Previous Printmaking lessons - linocut and monoprinting Painting lessons with color theory and mixing	Planning and Designing for projects
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships. ● Highlight previously learned skills that can be used to solve unfamiliar problems.
Interaction 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> ● Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
Strategy Development 6.1 Set meaningful goals.	<ul style="list-style-type: none"> ● Use prompts and scaffolds to estimate effort, resources, and challenge. ● Use models or examples of the process and

	<ul style="list-style-type: none"> product of goal-setting. • Post goals, objectives, and schedules in an obvious place.
Welcome Interests & Identities 7.2 Optimize relevance, value, and authenticity	<ul style="list-style-type: none"> • Vary activities and sources of information so they can be: <ul style="list-style-type: none"> ○ Personalized and contextualized to learners' lives ○ Culturally relevant and sustaining ○ Socially relevant ○ Age and ability appropriate ○ Appropriate for different racial, cultural, ethnic, and gender groups • Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. • Provide tasks that allow for active participation, exploration, and experimentation. • Invite personal response, evaluation, and self-reflection to content and activities.
Sustaining Effort and Persistence 8.3 Foster belonging and community	<ul style="list-style-type: none"> • Create opportunities for learners to share their ideas for different ways to foster belonging and 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 demonstrate various design elements I sketch out multiple ideas for my artwork I can construct a printing plate using a variety of materials	Students will brainstorm ideas and compositions for their final work. Students use their design to create a “printing plate” constructed of various materials	Visuals Handouts
4-7	I can make multiple prints using my constructed plate I can use a printing press to make multiple prints of my artwork	Students will use ink, brayer and the printing press to make an edition of prints on different kinds of papers.	Visuals Handouts

Unit Title:

Assemblage - Cardboard Sculpture

Relevant Standards: Bold indicates priority

VA:Cr1.1.8a - Document early stages of the creative process visually and/or verbally in traditional or new media.

VA:Cr2.1.8a - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr3.1.8a - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

VA:Re7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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?

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

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

<p>Cr3.1 - 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>Re.7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p>Re.7.2 - Visual imagery influences understanding of and responses to the world.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Students use various cardboard attachment techniques to plan, design and create a cardboard sculpture.</p>	<p>6-8 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>Students will learn how to use various cardboard attachment techniques. They will then plan, test, and experiment with the material as they decide how they want to create a piece of artwork with cardboard.</p>	<p><i>Smartboard</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Mixed media, assemblage, media, medium, collage, craftsmanship, unity, flange, brace, slot, tab, binding, adhesive.</p>	<p>Visual references</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Technology Education - using shared materials Language Arts - incorporate writing and words</p>	<p>“This isn’t really art” “I can just do anything and it’ll be art”</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Grade 7 Assemblage - Found object Art</p>	<p>Sculpture 1 & 2 at the high school level.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Building Knowledge 3.3 Cultivate multiple ways of knowing and making meaning</p>	<ul style="list-style-type: none"> ● 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. ● Use interactive models that guide exploration and new understandings. ● 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). ● “Chunk” information into smaller elements, helping to prevent cognitive overload. ● Progressively release information (e.g.,

	<ul style="list-style-type: none"> sequential highlighting).
Strategy Development 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> Use prompts to guide self-monitoring and reflection. Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.
Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> 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 8.3 Foster belonging and community	<ul style="list-style-type: none"> Create opportunities for learners to share their ideas for different ways to foster belonging and 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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
Intro to Cardboard Sculpture Art	I can understand the fundamentals of cardboard sculpture	I can identify the basic fundamental aspects of cardboard sculpture	
Cardboard attachment and construction techniques	I can understand and demonstrate the different techniques of connecting cardboard in a piece of art.	I can create examples of flange, brace, slot, tab, fasteners, binding, and adhesive techniques.	
Cardboard Project design and construction	I can demonstrate creative and aesthetic choices in construction technique and composition in creating a cardboard sculpture	I can produce a piece of Cardboard sculpture using appropriate techniques and design principles	

Unit Title:	
Clay - Coil Pottery	
Relevant Standards: Bold indicates priority	
<p>VA:Cr2.1.8.a - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>VA:Cr3.1.8a - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p>VA:Pr5.1.8.a - Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>VA:Re.7.1.8.a - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p>VA:Re8.1.8.a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>VA:Cn11.1.8.a - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>	
Essential Question(s):	Enduring Understanding(s):
Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in	Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making

<p>their work is effective? How do artists and designers learn from trial and error?</p> <p>Cr3.1 - 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>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?</p> <p>Re.7.1 - 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?</p> <p>Re8.1 - 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>Cn11.1 - 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>approaches</p> <p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p>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.</p> <p>Re.7.1 - 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.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Students will construct a ceramic piece using the coil method and then apply paint or glaze to the fired piece.</p>	<p>5-7 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>Students will use their hands to create clay coils. They will learn how to securely attach the coils to create a decorative and/or functional 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>Smart board</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</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</p>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Social Studies: clay creations from various cultures Technology Education: creating functional products, building skills	Rough handling of the material. Clay will just stick together on it's own.
Connections to Prior Units:	Connections to Future Units:
Grade 6 - clay pinch pot Grade 7 - clay slab project	Understanding of all basic clay and sculpting vocabulary and building techniques.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 1.1 Support opportunities to customize the display of information	Offer information in accessible formats so the following perceptual features can be customized: <ul style="list-style-type: none"> • Font, size of text, character and line spacing, character width, background color, and text colors • Size of images, graphs, tables, and other visual content • Contrast between background and images • Color used for information or emphasis • Volume or rate of speech or sound • Speed or timing of video, animation, sound, simulations, etc. • Layout of visual or other elements
Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Pre-teach critical prerequisite concepts through demonstration or models. • Bridge concepts with relevant analogies and metaphors.
Interaction 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> • Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
Strategy Development 6.1 Set meaningful goals.	<ul style="list-style-type: none"> • 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.
Emotional Capacity 9.1 Recognize expectation, beliefs, and Motivations	<ul style="list-style-type: none"> • Use prompts, reminders, guides, rubrics, and checklists that focus on: <ul style="list-style-type: none"> ○ Setting regulatory goals like managing anxiety in response to challenge

		<ul style="list-style-type: none"> ○ Increasing the length of on-task orientation in the face of distractions ○ Elevating the frequency of self-reflection 	
Emotional Capacity 9.2 Develop awareness of self and others		Use differentiated models, scaffolds, and feedback for: <ul style="list-style-type: none"> ● Managing frustration ● Developing internal controls and coping skills 	
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"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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 create a sketch of my coil project according the to requirements in the success criteria.	Students will sketch out ideas to design their sculpture using coils.	Visuals Handouts Examples
2-4	I can demonstrate how to effectively create a coil from a lump of clay. I can demonstrate how to properly attach a coil to my base slay of clay.	Students will roll coils out and use proper techniques to attach them together to make a sculpture	Visuals Handouts Examples

	I can demonstrate how to build up my walls by attaching and blending as my pot grows.		
5-7	I can apply glaze with creativity and craftsmanship	Students will apply various glazes to add color to their pottery Rubric: Final Project Assessment	Glaze Chart

Unit Title:	
Design - Product Design	
Relevant Standards: Bold indicates priority	
<p>VA:Cr2.1.8.a - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>VA:Cr2.2.8.a - Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</p> <p>VA:Pr4.1.8.a - Develop and apply criteria for evaluating a collection of artwork for presentation.</p> <p>VA:Re.7.1.8.a - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p>VA:Re.7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>VA:Re8.1.8.a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>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?</p> <p>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</p>	<p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr2.1 - Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks</p>

<p>freedom to create?</p> <p>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?</p> <p>Re.7.1 - 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?</p> <p>Re.7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p>Re8.1 - 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>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?</p>	<p>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.</p> <p>Re.7.1 - 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.</p> <p>Re.7.2 - Visual imagery influences understanding of and responses to the world.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cn10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Students will develop a product idea and design an effective and unified package design for a target audience.</p>	<p>5-7 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>Students will be introduced to the art and profession of product packaging design. Concepts covered will be marketing, lettering/fonts, layout, clarity/legibility, focal point and emphasis as well as target audience. Students will investigate an assortment of product packaging and analyze their aim and influence. Art students will develop a product idea and design an effective and unified package design for a target audience.</p>	<p><i>Smart board</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Package Unity Emphasis Focal point Layout Marketing</p>	<p>Variety of examples that reinforce lesson specifics.</p>

Target Audience	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Health class, Nutrition. Using packages to promote nutrition. Science how eyes move through an image.	Poor design use- creating visually unengaging images.
Connections to Prior Units:	Connections to Future Units:
Color theory Units with visual interest as a by-product or focus. Drawing	Color theory Units with visual interest as a by-product or focus. Drawing
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.3 Cultivate multiple ways of knowing and making meaning	<ul style="list-style-type: none"> • 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. • Use interactive models that guide exploration and new understandings. • 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). • “Chunk” information into smaller elements, helping to prevent cognitive overload. • Progressively release information (e.g., sequential highlighting). •
Strategy Development 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> • Use prompts to guide self-monitoring and reflection. • Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.
Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> • Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • Create opportunities for learners to share their

8.3 Foster belonging and community	ideas for different ways to foster belonging and community.
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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 components of package design and define the vocabulary specific to the profession of graphic design for product packaging.	Assessments of terms and concepts.	Physical examples Handouts
2-3	I can create a unique/new and improved product. I can create a series of thumbnail sketches.	The thumbnail sketches showcase a variety of ideas or the refinement of one idea.	Visuals Handouts
4-6	I can create a package design based on the thumbnail sketches. I can use art and design to create a package that addresses a target audience.	The design will hit the criteria set by the teacher as a part of the lesson.	Visuals Handouts
7	I can assess the effectiveness of the		

	design based on the requirements.	Rubric: Final Project Assessment	
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Art - 7th Grade	Art	7	
Course Description:			
<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 7 Art will include: Drawing Still Lifes; Painting with Tempera Paints; Printmaking with Linoleum; Assemblagewith found objects; Slab Building Pottery; and Package design.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>Goal Oriented :</p> <ul style="list-style-type: none"> • Balance tactical (short-term) goals • Set goals with tangible and intangible success criteria <p>Global Awareness:</p> <ul style="list-style-type: none"> • Understand other nations and cultures including the use of non-English language. <p>Social and Cross-Cultural Skills:</p> <ul style="list-style-type: none"> • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner. <p>Empathy:</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and needs • Listen with an open mind to understand others' situations • Understand the concept of community as a means for supporting others in need. <p>Communication:</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use Communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>Media Literacy:</p> <ul style="list-style-type: none"> • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. 	

Critical Thinking and Problem Solving:

- Collect, assess and analyze relevant information
- Reason effectively.
- Use systems thinking
- Make sound judgments and decisions.
- Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations

GOAL DIRECTED:

- Set goals with tangible and intangible success criteria

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

This curriculum is a continuation of the skills and knowledge presented in the Bristol K-6 Art Curriculum .

[Equity Curriculum Review - Art 7th Grade](#)

Standard Matrix

District Learning Expectations and Standards	Drawing- still life	Painting- Tempera	Printma king-Lin oleum	Assemb lage - Found Object Art	Clay - slab building	Design-p ackage design
Creating						
VA:Cr1.1 Investigate, Plan, Make	x			x	P	P
VA:Cr2.1 Organize and develop artistic ideas and work		P	P	P		x
VA:Cr3.1 Refine and complete artistic work.	x					
Presenting						
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.	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		x			x
Responding						
VA:Re7.1 Perceive and analyze artistic work.						
VA:Re8.1 Interpret intent and meaning in artistic work.						
VA:Re9.1 Apply criteria to evaluate artistic work.	x	x	x		x	x
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	x	x				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.						x

Unit Links	
Drawing- still life	3
Painting- Tempera	8
Printmaking-Linoleum	11
Assemblage - Found Object Art	14
Clay - Slab Building	17
Design-package design	21

Unit Title:
Drawing- still life
Relevant Standards: Bold indicates priority
VA:Cr1.1.7a - Apply methods to overcome creative blocks.
VA:Cr3.1.7a - Reflect on and explain important information about personal artwork in an artist statement or another format.

VA:Pr4.1.7a - Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

VA:Pr6.1.7a - Compare and contrast viewing and experiencing collections and exhibitions in different venues.

VA:Re9.1.7a - Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

VA:Cn10.1.7a - Synthesize and relate knowledge and personal experiences to make art.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr3.1 - 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>Pr6.1 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>Re9.1 - 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>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?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p>Pr6.1 - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Re9.1 - People evaluate art based on various criteria.</p> <p>Cn10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Demonstration of Learning:	Pacing for Unit
Students will explore different techniques and approaches to still life drawing/painting using a variety of different mediums included but not limited to Charcoal, In, oil pastels and watercolor.	6-7 Classes
Family Overview (link below)	Integration of Technology:
Students will develop observation skills and understanding of composition through the creation of still life painting/drawing. They will be introduced to the	<i>Smartboard</i>

<p>concept of still life painting and will be shown examples from Art history. The students will discuss the elements of a good still life composition. Students will set up different still life arrangements in the classroom using various objects like fruits, vases, and fabrics. They will explore different techniques and approaches to still life drawing/painting using a variety of different mediums included but not limited to Charcoal, Ink, oil pastels and watercolor.</p>	
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Direct light Balance, Focal Point arrangement. Shading Value Space Overlapping Depth Perspective Form</p>	<p>Visual aids Student and Teacher exemplars A variety of mediums (pencil, charcoal, watercolor, ink, oil pastel, etc.)</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Objects to draw can be pulled from any place, and many topics, personal, political, historical.</p>	<p>Poor shape representation in the drawing of the basic forms. A still life is just objects with no meaning</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Builds upon drawing skills</p>	<p>Supports future drawing / spatial relations</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Language and Symbols 2.5 Illustrate through multiple media</p>	<ul style="list-style-type: none"> • 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). • Clarify links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams.
<p>Building Knowledge 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).

	<ul style="list-style-type: none"> • Pre-teach critical prerequisite concepts through demonstration or models. • Bridge concepts with relevant analogies and metaphors.
<p>Expression and Communication 5.3 Build fluencies with graduated support for practice and performance</p>	<ul style="list-style-type: none"> • Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.). • Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform).
<p>Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy</p>	<ul style="list-style-type: none"> • Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ 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
<p>Sustaining Effort and Persistence 8.5 Offer action-Oriented feedback</p>	<ul style="list-style-type: none"> • 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).
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>CELP Teacher Actions:</p>
<p>An EL can . . .</p>	

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 and describe characteristics of a still life.	Students will be able to recognize still life artwork.	Still life art examples, professional , teacher created, past student art examples.
2	I can use proper shading and drawing techniques to draw realistic forms.	Students can add shading to the simple forms in the appropriate areas.	Real objects, normal environmental light, direct light (flash light) Examples of correctly shaded drawn objects
3-7	I can use space, line and value to create a realistic looking still life drawing.	Students will complete a drawing from direct observation. That meets the teachers requirements. Rubric: Final Project Assessment	Examples of art that demonstrate the teachers daily requirement.

Unit Title:

Painting- Tempera

Relevant Standards: Bold indicates priority

VA:Cr2.3.7.a - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA:Re9.1.7a - Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

VA:Cn10.1.7a - Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Essential Question(s):

Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Re9.1 - 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?

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):

Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Re9.1 - People evaluate art based on various criteria

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

Demonstration of Learning:

Students will demonstrate a variety of basic tempera painting techniques such as layering, blending and dry brush. Project ideas: Still life, landscape, and portraiture.

Pacing for Unit

5-7 classes

Family Overview (link below)

Students will be introduced to the medium of tempera painting and its techniques. Students will develop understanding of color theory, composition, and artistic expression through tempera painting. Students will be introduced to tempera painting as a medium; its history and characteristics. Students will learn about color theory and how to mix tempera paints to create a range of colors. Students will demonstrate a variety of basic tempera painting techniques such as layering, blending and dry brush. Project ideas: Still life, landscape, and portraiture.

Integration of Technology:

Smartboard

Unit-specific Vocabulary:

Aligned Unit Materials, Resources, and Technology

	(beyond core resources):
Tempera Brush strokes Tints / Shades Primary / Secondary	Visual aids Student and Teacher exemplars Brushes Paper Palette.
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
History Science	Poor mixing techniques. Poor use of paint coverage..
Connections to Prior Units:	Connections to Future Units:
Use of artistic methods, planning , building upon simple color theory.	These painting techniques can be used as a base knowledge for future painting.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). Pre-teach critical prerequisite concepts through demonstration or models. Bridge concepts with relevant analogies and metaphors.
Interaction 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
Strategy Development 6.1 Set meaningful goals.	<ul style="list-style-type: none"> 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.
Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> 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 8.2 Optimize challenge and support	<ul style="list-style-type: none"> • Presume competence and nurture a belief in the capabilities of every learner. • Offer options with varying modes of complexity or difficulty. • Offer options for tools and scaffolds that align with the learning goal and promote agency. • Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.

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 demonstrate common tempera techniques.	Correct controlled strokes. Intentional color mixing. Proper use of texture application.	Visual aids of covered examples.
2	I can demonstrate compositional	The plan must allow for	Past student work.

	strategies to create a plan for my Artwork.	taught concepts to be showcased.	Teachers examples
3-5	I demonstrate a variety of tempera paint techniques to create a painting according to my pre planned idea.	The paint should be used clearly to reinforce the artistic plan of the artist.	Past student work. Teachers examples
6-7	I can properly finish the artwork with details and quality paint application.	That art has a complete quality to it, all aspects of the work are considered. Rubric: Final Project Assessment	Complete lessons art. A variety of art results.

Unit Title:	
<h1>Printmaking-Linoleum</h1>	
Relevant Standards: Bold indicates priority	
<p>VA:Cr2.1.7.a - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>VA:Pr6.1.7.a - Compare and contrast viewing and experiencing collections and exhibitions in different venues.</p> <p>VA:Re9.1.7a - Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>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?</p> <p>Pr6.1 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>Re9.1 - 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>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Pr6.1 - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Re9.1 - People evaluate art based on various criteria</p>
Demonstration of Learning:	Pacing for Unit

Students will design, carve, and print through linoleum block printmaking.	6-7 classes
Family Overview (link below)	Integration of Technology:
Students will be introduced to linoleum block printmaking and its techniques. Students will develop understanding of design, carving, and printing through linoleum block printmaking. Students will discuss linoleum block printmaking as a relief printing technique including its history and various applications such as fashion, fine art, marketing, etc. Students will be guided through the process of printing their carved blocks onto paper. Students will review safety procedures for working with carving tools and proper care of materials.	<i>Smartboard</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Print, relief, series, brayer, printing plate	Linoleum, carving tools, printing paper, brayers, ink
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?”
Connections to Prior Units:	Connections to Future Units:
Grade 6: Mixed media	Grade 8: Collagraph Lesson
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> Highlight or emphasize key elements in text, graphics, diagrams, or formulas. Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships. Highlight previously learned skills that can be used to solve unfamiliar problems.
Interaction 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
Strategy Development 6.1 Set meaningful goals.	<ul style="list-style-type: none"> 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.

Welcome Interests & Identities 7.2 Optimize relevance, value, and authenticity		<ul style="list-style-type: none"> ● Vary activities and sources of information so they can be: <ul style="list-style-type: none"> ○ Personalized and contextualized to learners' lives ○ Culturally relevant and sustaining ○ Socially relevant ○ Age and ability appropriate ○ Appropriate for different racial, cultural, ethnic, and gender groups ● Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. ● Provide tasks that allow for active participation, exploration, and experimentation. ● Invite personal response, evaluation, and self-reflection to content and activities. 	
Sustaining Effort and Persistence 8.3 Foster belonging and community		<ul style="list-style-type: none"> ● Create opportunities for learners to share their ideas for different ways to foster belonging and 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	Learning Target	Success Criteria/	Resources

Sequence		Assessment	
1-2	I can use various design elements to create a design to be translated into a print.	Students will create a design that can be carved into the linoleum and become a print.	Examples of linoleum prints Demonstration of techniques
3-4	I can create a printing plate by carving my design into the linoleum.	Students will carve their design into the linoleum plate to later create a series of prints.	Demonstrations Visuals Optional- resources on a specific artist or art movement
5-7	I can create a series of linoleum prints.	Students will create a series of prints by applying ink to their plates and creating multiple prints. Rubric: Final Project Assessment	Demonstrations Visuals Optional- resources on a specific artist or art movement

Unit Title:

Assemblage - Found Object Art

Relevant Standards: Bold indicates priority

VA:Cr1.2.7a - Develop criteria to guide making a work of art or design to meet an identified goal.

VA:Cr2.1.7a - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr2.3.7a - **Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.**

VA:Pr5.1.7a - Based on criteria, analyze and evaluate methods for preparing and presenting art.

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?

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?

Enduring Understanding(s):

Cr1.2. - Creativity and innovative thinking are essential life skills that can be developed.

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

<p>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?</p>	<p>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.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Students will produce a piece of art using the concepts of found object art, including selection of materials, assembling, design, and craftsmanship.</p>	<p>4 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>Students will be introduced to the concept of assemblage as a form of sculpture that incorporates found objects into a unified composition. and its techniques. Students will develop understanding of composition, spatial relationships and creative expression through assemblage. Students will be shown examples of assemblage artworks by famous artists and discuss their techniques and themes. Students will explore various materials and found objects that can be used in assemblage art.</p>	<p><i>Smartboard</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Mixed media, assemblage, media, medium, collage, craftsmanship, unity, Visual Weight, negative space, tactile qualities, adhesives, fasteners, bonding, juxtaposition, layering, collaging, deconstruction.</p>	<p>Visual references</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Technology Education - using shared materials Language Arts - incorporate writing and words</p>	<p>“This isn’t really art” “I can just do anything and it’ll be art”</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>Grade 6 Assemblage: Mask Making</p>	<p>Grade 8 Assemblage: Architecture</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Building Knowledge 3.3 Cultivate multiple ways of knowing and making meaning</p>	<ul style="list-style-type: none"> • 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. • Use interactive models that guide exploration and new understandings.

	<ul style="list-style-type: none"> • 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). • “Chunk” information into smaller elements, helping to prevent cognitive overload. • Progressively release information (e.g., sequential highlighting). •
Strategy Development 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> • Use prompts to guide self-monitoring and reflection. • Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.
Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> • Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ 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 8.3 Foster belonging and community	<ul style="list-style-type: none"> • Create opportunities for learners to share their ideas for different ways to foster belonging and 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
Found object Sculpture	I can demonstrate understanding of the concepts of Found object Art	I can define Found Object Art and concepts that go into creating it.	
Combining Diverse Materials and Objects	I can show aesthetic choices in choosing diverse materials and objects for an Art Project	I can choose materials that represent my artistic ideas in creating an assemblage artwork.	
Adhesives, Fasteners, and joining Techniques	I can demonstrate appropriate joining techniques in assembling different materials	I can define and demonstrate the proper adhesives and techniques used in found object artwork.	
Conceptual Approaches to assemblage	I can demonstrate creative and aesthetic choices in materials and composition in creating an assemblage artwork.	I can produce a piece of art using the concepts of found object art. Rubric: Final Project Assessment	

Unit Title:	
Clay - Slab Building	
Relevant Standards: Bold indicates priority	
VA:Cr1.2.7.a - Develop criteria to guide making a work of art or design to meet an identified goal.	
VA:Re9.1.7a - Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria	
Essential Question(s):	Enduring Understanding(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	Cr1.2 - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

investigations? Re9.1 - 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?	Re9.1 - People evaluate art based on various criteria.
Demonstration of Learning:	Pacing for Unit
Students will demonstrate basic clay slab techniques such as rolling slabs, joining pieces (Scoring & slipping) in the creation of a piece of clay artwork	5-8 lessons
Family Overview (link below)	Integration of Technology:
Students will be introduced to the techniques & possibilities of clay slab construction. Students will develop understanding of form, texture & structure through hands-on clay work. Students will be introduced to clay slab construction as a technique for creating 3d forms. Students will be taught about different types of clay, properties & stages of clay. Students will demonstrate basic clay slab techniques such as rolling slabs, joining pieces (Scoring & slipping) Students will learn procedures for working with & storing clay and proper care of tools & equipment.	<i>Smartboard</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Clay, slab, scoring, slip, kiln, bone dry, pinch	Clay, Glaze, Glaze brushes, Clay stands for kiln, clay tools, rolling pins, clay sponges
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Social Studies: clay creations from various cultures Technology Education: creating functional products, building skills	Rough handling of the material.
Connections to Prior Units:	Connections to Future Units:
Proper design and planning grows in importance when constructing a clay object. Grade 6- Pinch pot unit	Slab construction uses basic clay handbuilding techniques that can be used in all units where attaching and subtractive methods are used. Grade 8 - Coil Pottery Unit
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 1.1 Support opportunities to customize the display of information	Offer information in accessible formats so the following perceptual features can be customized: <ul style="list-style-type: none"> • Font, size of text, character and line spacing, character width, background color, and text colors • Size of images, graphs, tables, and other visual content • Contrast between background and images

	<ul style="list-style-type: none"> • Color used for information or emphasis • Volume or rate of speech or sound • Speed or timing of video, animation, sound, simulations, etc. • Layout of visual or other elements
Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Pre-teach critical prerequisite concepts through demonstration or models. • Bridge concepts with relevant analogies and metaphors.
Interaction 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> • Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
Strategy Development 6.1 Set meaningful goals.	<ul style="list-style-type: none"> • 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.
Emotional Capacity 9.1 Recognize expectation, beliefs, and Motivations	<ul style="list-style-type: none"> • Use prompts, reminders, guides, rubrics, and checklists that focus on: <ul style="list-style-type: none"> ○ Setting regulatory goals like managing anxiety in response to challenge ○ Increasing the length of on-task orientation in the face of distractions ○ Elevating the frequency of self-reflection
Emotional Capacity 9.2 Develop awareness of self and others	Use differentiated models, scaffolds, and feedback for: <ul style="list-style-type: none"> • Managing frustration • Developing internal controls and coping skills
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	• actively listen to others • participate in short

exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		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 and describe the basic properties of clay.	Students can identify the basic properties of clay.	Clay information
2	I can demonstrate design elements to plan out my slab construction.	The plan must be possible to translate into the clay medium. The plan must account for clays weight, and structural subtleties.	Proper sketches to use as idea resources. Sketches should display the learning objectives.
3	I can create slabs of appropriate thicknesses.	The slabs must be a consistent weight.	Variety of Slab examples.
4	I can demonstrate proper clay attachment methods.	The attachment holds the slabs together without gaps or weak points.	Examples that demonstrate this hold.
5	I can use carving and subtractive methods to add design and texture to the art. (carving, trimming, ect..)	The method used does not poorly affect the structure of the built work.	Poor example/ quality example.
6	I can identify and describe similarities and differences between glaze and paint. (Ex. They both add color to an art work vs Paint needs to dry whereas glaze need to fired in the kiln)	Student will be able to demonstrate their understanding by (teacher may decide the best way to assess this based on how they presented the information)	Provide an assortment of glaze / paint examples
7-8	I can properly apply glaze to the created artwork.	The glazed has been applied with even layers and the design looks intentional. Rubric: Final Project Assessment	Past student work that has been finished in multiple ways.

Unit Title:

Design-package design

Relevant Standards: Bold indicates priority

VA:Cr1.1.7a - Apply methods to overcome creative blocks.

VA:Cr2.3.7.a - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA:Pr6.1.7.a - Compare and contrast viewing and experiencing collections and exhibitions in different venues.

VA:Re9.1.7a - Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

VA:Cn11.1.7a - Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Essential Question(s):

- Cr1.1** - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- Cr2.3** - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- Pr6.1** - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- Re9.1** - 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?
- Cn11.1** - 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?

Enduring Understanding(s):

- Cr1.1** - Creativity and innovative thinking are essential life skills that can be developed.
- Cr2.3** - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Pr6.1** - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Re9.1** - People evaluate art based on various criteria.
- Cn11.1** - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art

Demonstration of Learning:	Pacing for Unit
Students demonstrate their understanding of branding, visual communication, and presentation through a package design project considering target audience and product features	4-6 Classes
Family Overview (link below)	Integration of Technology:
Students will be introduced to the principles of graphic design (typography, color, imagery, and layout) and package design. Students will develop an understanding of branding, visual communication, and presentation through a package design project considering target audience and product features.	<i>smartboard</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Composition, layout, Font, typography, imagery, branding	Visual references
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
History Technology Language Arts	Poor design use- creating visually unengaging images. I don't know what to do.
Connections to Prior Units:	Connections to Future Units:
Grade 6: typography	Use of variety of materials, focus on craftsmanship and unity in an artwork
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.3 Cultivate multiple ways of knowing and making meaning	<ul style="list-style-type: none"> • 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. • Use interactive models that guide exploration and new understandings. • 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). • “Chunk” information into smaller elements, helping to prevent cognitive overload. • Progressively release information (e.g., sequential highlighting). •
Strategy Development 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> • Use prompts to guide self-monitoring and reflection. • Explore the different types of feedback that are most useful according to specific preferences,

		goals, and contexts.	
Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy		<ul style="list-style-type: none"> ● Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ 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 8.3 Foster belonging and community		<ul style="list-style-type: none"> ● Create opportunities for learners to share their ideas for different ways to foster belonging and 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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 elements of a composition.	Students will look at examples of package designs and be able to identify the elements creating each composition.	Visual examples of package design compositions
2-3	I can demonstrate various compositional strategies to illustrate several ideas for my package design package.	Students will sketch out several examples of possible package designs to choose from for their final project.	Visual examples of package design compositions Optional- resources on a specific artist or art movement
4-6	I can create a composition that includes all the required elements.	Students will create a design of a package that includes several elements in the composition. Rubric: Final Project Assessment	Optional- resources on a specific artist or art movement

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Art - 6th Grade	Art	6	
Course Description:			
<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>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>GOAL ORIENTED:</p> <ul style="list-style-type: none"> • Balance tactical (short-term) goals • Set goals with tangible and intangible success criteria <p>GLOBAL AWARENESS:</p> <ul style="list-style-type: none"> • Understand other nations and cultures including the use of non-English language <p>SOCIAL AND CROSS-CULTURAL SKILLS</p> <ul style="list-style-type: none"> • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <p>EMPATHY</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and needs • Listen with an open mind to understand others' situations • Understand the concept of community as a means for supporting others in need <p>MEDIA LITERACY</p> <ul style="list-style-type: none"> • Understand both how and why media messages are constructed, and for what purpose • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors 	

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

Standard Matrix

District Learning Expectations and Standards	Drawing the Face	Painting - Watercolor or	Monoprinting	Assemblage - Mask Making	Clay Pinch Pots	Design - Typography /Lettering
Creating						
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	
Presenting						
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					
Responding						
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					
Connecting						
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

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

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>Re9.1 - 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>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?</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>Re9.1 - People evaluate art based on various criteria.</p> <p>Cn10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Students will accurately draw and place the features of the face.</p>	<p>6-7 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</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>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Proportion, Features, Mapping</p>	<p>Drawing pencils, blending sticks, art erasers</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</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>Connections to Prior Units:</p>	<p>Connections to Future Units:</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>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>

<p>Language and Symbols 2.5 Illustrate through multiple media</p>	<ul style="list-style-type: none"> ● 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). ● Clarify links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams.
<p>Building Knowledge 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> ● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). ● Pre-teach critical prerequisite concepts through demonstration or models. ● Bridge concepts with relevant analogies and metaphors.
<p>Expression and Communication 5.3 Build fluencies with graduated support for practice and performance</p>	<ul style="list-style-type: none"> ● Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.). ● Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform).
<p>Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy</p>	<ul style="list-style-type: none"> ● Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ 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
<p>Sustaining Effort and Persistence 8.5 Offer action-Oriented feedback</p>	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> • 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).
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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"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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 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: Final Project Assessment	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>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?</p> <p>Re8.1 - 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>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?</p>	<p>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.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cn10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Demonstration of Learning:	Pacing for Unit
Students will apply a variety of watercolor techniques to create a final artwork	6-7 classes
Family Overview (link below)	Integration of Technology:
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.	<i>smartboard</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Watercolor, wash, blending, bleeding, wet on wet, layering, wet on dry, dry brushing, drop in, salting, color theory	Watercolor paints, Watercolor brushes, Watercolor paper
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
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"
Connections to Prior Units:	Connections to Future Units:
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
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:

<p>Building Knowledge 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> ● Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). ● Pre-teach critical prerequisite concepts through demonstration or models. ● Bridge concepts with relevant analogies and metaphors.
<p>Interaction 4.1 Vary and honor the methods for response, navigation, and movement.</p>	<ul style="list-style-type: none"> ● Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
<p>Strategy Development 6.1 Set meaningful goals.</p>	<ul style="list-style-type: none"> ● 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.
<p>Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy</p>	<ul style="list-style-type: none"> ● Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ 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
<p>Sustaining Effort and Persistence 8.2 Optimize challenge and support</p>	<ul style="list-style-type: none"> ● Presume competence and nurture a belief in the capabilities of every learner. ● Offer options with varying modes of complexity or difficulty. ● Offer options for tools and scaffolds that align with the learning goal and promote agency. ● Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>CELP Teacher Actions:</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"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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
1-2	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: Final Project Assessment	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?”
Connections to Prior Units:	Connections to Future Units:
Prior lessons that focus on experimentation, trial and error, craftsmanship, mixed media	Mixed Media lessons Grade 7: Linocut Lesson Grade 8: Collagraph Lesson
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships. ● Highlight previously learned skills that can be used to solve unfamiliar problems.
Interaction 4.1 Vary and honor the methods for response, navigation, and movement.	<ul style="list-style-type: none"> ● Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
Strategy Development 6.1 Set meaningful goals.	<ul style="list-style-type: none"> ● 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.
Welcome Interests & Identities 7.2 Optimize relevance, value, and authenticity	<ul style="list-style-type: none"> ● Vary activities and sources of information so they can be: <ul style="list-style-type: none"> ○ Personalized and contextualized to learners’ lives ○ Culturally relevant and sustaining ○ Socially relevant ○ Age and ability appropriate ○ Appropriate for different racial, cultural, ethnic, and gender groups ● Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. ● Provide tasks that allow for active participation, exploration, and experimentation. ● Invite personal response, evaluation, and self-reflection to content and activities.
Sustaining Effort and Persistence 8.3 Foster belonging and community	<ul style="list-style-type: none"> ● Create opportunities for learners to share their ideas for different ways to foster belonging and

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.	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
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
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
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"
Connections to Prior Units:	Connections to Future Units:
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.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.3 Cultivate multiple ways of knowing and making meaning	<ul style="list-style-type: none"> • 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. • Use interactive models that guide exploration and new understandings. • 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). • "Chunk" information into smaller elements, helping to prevent cognitive overload. • Progressively release information (e.g., sequential highlighting). •
Strategy Development 6.4 Enhance capacity for monitoring progress	<ul style="list-style-type: none"> • Use prompts to guide self-monitoring and reflection. • Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.
Welcoming Interests and Identities 7.1 - Optimize choice and Autonomy	<ul style="list-style-type: none"> • Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> ○ The content to explore ○ The tools used for exploration or production ○ The type of rewards or recognition available ○ The opportunities for practicing and

	<ul style="list-style-type: none"> ○ assessing learning ○ The design or graphics of layouts, etc. ○ The sequence or timing for completion of tasks
Sustaining Effort and Persistence 8.3 Foster belonging and community	<ul style="list-style-type: none"> ● Create opportunities for learners to share their ideas for different ways to foster belonging and 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
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: Bold indicates priority	
<p>VA:Cr3.1.6.a - Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p>VA:Pr4.1.6.a - Analyze similarities and differences associated with preserving and presenting two-dimensional, three- dimensional, and digital artwork.</p> <p>VA:Re.7.1.6.a - Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>VA:Cn11.1.6.a - Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr3.1 - 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>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?</p> <p>Re.7.1 - 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?</p>	<p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p>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.</p> <p>Re.7.1 - 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.</p>

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

<p>Building Knowledge 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Pre-teach critical prerequisite concepts through demonstration or models. • Bridge concepts with relevant analogies and metaphors.
<p>Interaction 4.1 Vary and honor the methods for response, navigation, and movement.</p>	<ul style="list-style-type: none"> • Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.
<p>Strategy Development 6.1 Set meaningful goals.</p>	<ul style="list-style-type: none"> • 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.
<p>Emotional Capacity 9.1 Recognize expectation, beliefs, and Motivations</p>	<ul style="list-style-type: none"> • Use prompts, reminders, guides, rubrics, and checklists that focus on: <ul style="list-style-type: none"> ◦ Setting regulatory goals like managing anxiety in response to challenge ◦ Increasing the length of on-task orientation in the face of distractions ◦ Elevating the frequency of self-reflection
<p>Emotional Capacity 9.2 Develop awareness of self and others</p>	<p>Use differentiated models, scaffolds, and feedback for:</p> <ul style="list-style-type: none"> • Managing frustration • Developing internal controls and coping skills
<p>Supporting Multilingual/English Learners</p>	
<p>Related CELP standards:</p>	<p>CELP Teacher Actions:</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: Final Project Assessment	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>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?</p> <p>Re8.1 - 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>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?</p> <p>Cn11.1 - 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>Cr1.2 - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cn10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Cn11.1 - 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	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Embed choices that align with the learning goal, such as:<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">● 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: Final Project Assessment	Smartboard, Visuals of various type, handouts with information on lettering and type

