

Winslow Township School District

9-12 Arts & Crafts 2

Overview: Students will study and explore a variety of cultural and social issues and express themselves artistically. This semester class will begin with a unit on African tribal cultures and their masks. This unit will fall during Black History Month. The materials used and reasons why they are used will be a focus of this project. This class will also discuss Autism Awareness, study the signs and symptoms of autism and express their kindness feelings in a puzzle piece project. Each student will create one large piece of the full wall project installation. To conclude the class, each student will create an autobiographical collage that will give each student the opportunity to share a variety of their lifetime experiences artistically.

Overview	Standards for Art Content	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p>African Tribal Mask</p>	<ul style="list-style-type: none"> • 1.5.12prof.Re9a • 1.5.12acc.Re9a • 1.5.12adv.Re9a • 1.5.12prof.Pr4a • 1.5.12acc.Pr4a • 1.5.12adv.Pr4a • 1.5.12prof.Cr1a • 1.5.12prof.Cr1b • 1.5.12acc.Cr1a • 1.5.12adv.Cr1a • 1.5.12adv.Cr1b 	<p>Study of African tribes and their artwork, specifically the uses and meanings of their masks. We will explore the location of different tribes, their countries and locations, how their location influences the materials from which they make their masks. We will discuss the many different uses of tribal masks – ceremonial, burial, representation of gods and spirits of ancestors, protection, and hunting.</p>	<p>How does a tribe’s location influence the materials they use to make their masks?</p> <p>What are different techniques that are used in the construction of a mask?</p> <p>How are the masks used in tribal ceremonies and traditions?</p>

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Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
Unit 1: African Tribal Masks	1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.	7	24
	1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.		
	1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.		
	1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.	7	
	1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.		
	1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.		
	1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.	7	

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	1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		
	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.		
	1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		
	1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.		
	1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.		
	Assessment, Re-teach and Extension		3	

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Unit 1 Grade 9-12

Enduring Understanding	Indicator #	Indicator
People evaluate art based on various criteria.	1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
	1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.	1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
	1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
	1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

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<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>1.5.12prof.Cr1a</p> <p>1.5.12prof.Cr1b</p> <p>1.5.12acc.Cr1a</p> <p>1.5.12acc.Cr1b</p> <p>1.5.12adv.Cr1a</p> <p>1.5.12adv.Cr1b</p>	<p>Use multiple approaches to begin creative endeavors.</p> <p>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Visualize and generate art and design that can affect social change.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p>
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Winslow Township School District
9-12 Arts & Crafts 2

Grade 9-12

Assessment Plan

Semester Assessment: Project Based – Students will demonstrate their knowledge of color and cultural art, which have been covered during the semester by creating a booklet with specified drawings.

Resources

Teacher and student created examples
 Teacher created charts and documents
 Authentic African masks and sculptures on display in room

Activities

Written critique on each major project explaining what they created and how expectations were met, how materials were used and a self-analysis of the completed project.

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level basis using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment.

Support staff will be available to aid students related to IEP specifications.

504 accommodations will be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

- Small group instruction
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, referral to Intervention and Referral Service, consult with guidance and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
 - Teachers may modify instructions by modeling what the student is expected to do
 - Using visual demonstrations, illustrations, and models
 - Give directions/instructions verbally and in simple written format.
 - Peer Support
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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in science studies in student's home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student's readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs
Interdisciplinary Connections	
<p>Interdisciplinary Connections: ELA</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

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Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Winslow Township School District
9-12 Arts & Crafts 2

Overview	Standards for Art Content	Unit Focus	Essential Questions
<p><u>Unit 2</u></p> <p>Autism Awareness and Kindness Group Installation</p>	<ul style="list-style-type: none"> • 1.5.12prof.Re9a • 1.5.12acc.Re9a • 1.5.12adv.Re9a • 1.5.12prof.Pr4a • 1.5.12acc.Pr4a • 1.5.12adv.Pr4a • 1.5.12prof.Cr1a • 1.5.12prof.Cr1b • 1.5.12acc.Cr1a • 1.5.12adv.Cr1a • 1.5.12adv.Cr1b 	<p>Autism and its characteristics will be discussed along with the wide variation of the autistic spectrum and the percentages of the population affected by autism. We will explore how art can help those with autism in expressing themselves. We will discuss the logo for Autism Awareness, which is a puzzle piece. A variety of expressions about autism will be discussed and then incorporated into a design for each student's project. The individual pieces will be attached together to create an art installation that will be shared with the school.</p>	<ul style="list-style-type: none"> • What is autism and the autistic spectrum? • Why is the logo for Autism Awareness a puzzle piece? • What can you do to help/support a person with autism feel comfortable and part of a group? • How can art help those with autism?

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Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
Unit 2: Autism Awareness and Kindness	1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.	6	21
	1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.		
	1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.		
	1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.	6	
	1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.		
	1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.		
	1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.	6	
	1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		

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	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.		
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	Assessment, Re-teach and Extension		3	

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Unit 2 Grade 9-12

Enduring Understanding	Indicator #	Indicator
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Grade 9-12

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Semester Assessment: Project Based – Students will demonstrate their knowledge of color and cultural art, which have been covered during the semester by creating a booklet with specified drawings.

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Activities

Written critique on each major project explaining what they created and how expectations were met, how materials were used and a self-analysis of the completed project.

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English Language Learners	Modifications for Gifted Students
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Interdisciplinary Connections	
<p>Interdisciplinary Connections: ELA</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

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Winslow Township School District
9-12 Arts & Crafts 2

Overview	Standards for Art Content	Unit Focus	Essential Questions
<p><u>Unit 3</u></p> <p>Art History Interpretation</p>	<ul style="list-style-type: none"> • 1.5.12prof.Cr1a • 1.5.12prof.Cr1b • 1.5.12acc.Cr1a • 1.5.12acc.Cr1b • 1.5.12adv.Cr1a • 1.5.12adv.Cr1b 	<p>Students will be introduced to several notable historical artists and their works. We will discuss a variety of media and techniques that have been used to create their art. Each student will choose an artist to emulate and create an interpretation of that work. Students will have a variety of material with which to work.</p>	<ul style="list-style-type: none"> • Why is studying art history important to us in this present time? • What are the materials used by artists from the past to create their works? • What is your favorite style and medium?

Winslow Township School District
9-12 Arts & Crafts 2

Curriculum Unit 3	Standards		Pacing	
			Days	Unit Days
Unit 3: Art History Interpretation	1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.	8	45
	1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		
	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.	8	
	1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		
	1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.	8	
	1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.		
	Assessment, Re-teach and Extension Autobiographical Collage		21	

Winslow Township School District
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Unit 2 Grade 9-12		
Content Statement	Indicator #	Indicator
Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
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Winslow Township School District
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Grade 9-12

Assessment Plan

Semester Assessment: Project Based – Students will create an autobiographical collage encompassing childhood memories, favorite people and items, etc. These items will be drawn demonstrating Elements and Principles of Art.

Resources

Teacher created charts and documents
 Teacher and student created examples

Activities

- Written critique on each major project explaining what they created and how expectations were met, how students used their materials and a self-analysis of their completed project.

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
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- Graphic organizers

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, referral to Intervention and Referral Service, consult with guidance and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
 - Teachers may modify instructions by modeling what the student is expected to do
 - Using visual demonstrations, illustrations, and models
 - Give directions/instructions verbally and in simple written format.
 - Peer Support
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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in science studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs
Interdisciplinary Connections	
<p>Interdisciplinary Connections: ELA</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

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Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.12.DA.1:** Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.NT.1:** Explain how different groups can contribute to the overall design of a product.
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