

# Figure Drawing

Content Area: **Fine Arts**  
Course(s): **Art Major**  
Time Period: **Trimester 1**  
Length: **8 weeks**  
Status: **Published**

## Course Pacing Guide

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**Over-all HMHS Art Dept. Vision/** The Haddonfield Public School's visual arts curriculum is designed as a continuum from pre-kindergarten through the twelfth grade building creativity, self-expression, intuitive thought and visual literacy. They seek to offer student sustained practice in problem solving familiarity, encourage risk-taking, experimentation empowering students and fostering critical thinking across a range of disciplines. The Haddonfield Art Department wants students, in their enduring futures, to see the relevance and critical nature of the making process.

Haddonfield Art Educators vision is to offer students a diverse curriculum that will give students opportunities to develop their artistic potential and socioemotional well-being, as well as their interest in art. Through flexibility and encouragement as well as careful attention to criteria in the classical approach to Art Education, we offer our students opportunities to find their creative power.

In nurturing the imagination of our students, we are simultaneously fostering their cognitive development. Yet, art experiences reach far beyond cognitive growth. We want students to create work which speaks of their personal voice. We want to become The Art Program reputable for being able reaching into the heart of our students and helping them develop their spirit of creativity which inevitably befalls into their character, thus impacting their connections with the world.

*(The big ideas):*

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

An understanding of the elements and principles of art is essential to the creative process and artistic production.

- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression

Artists create works of art employing both conscious and intuitive thought.

Art may be created solely to fulfill a need to create.

## Course Vision for Art Major:

This course is open to juniors and seniors who have successfully completed and shown exceptional ability in Art Survey, 2-D Art and a 3-D course.

This course offers students a varied range of explorations across the disciplines of art.

Students are guided through the development of a college portfolio to be used as an entrance requirement at the university level. A single period class, Art Major is a continuation of concepts learned, knowledge gained and skills developed in previous art courses. Critical thinking, imaginative problem-solving, and self-reflective evaluation are some of the foremost aspects of this class. Emphasis is placed on exploration of processes, materials, refinement of technical skills and creative interpretation of subject matter. Students will gain competency in visual language, an increasingly important skill in present-day culture. Enduring skills such as visual, verbal, analytical, and organizational skills will be increased throughout processes.

Art Major should provide students with a \*balanced, \*comprehensive, and \*sequential program of instruction in the visual art studio. It should provide aesthetic and creative experiences of breadth and depth for all students. It is important to offer activities which will nurture the development of their unique set of skills.

In order to provide these experiences, specific lessons are tailored to the expected outcome (rubric, state standards).

Unit	Quarter	# weeks
Collage	1	6
Figure Drawing	1/2	8
Color Theory	2	4
Painting	2/3	8
Drawing	3	4
Architectural Studies	4	5
Sketchbook Entries	1-4	full year

VIS.9-12.VA:Cn11.1	Relate
VIS.9-12.VA:Cn11.1.IIIa	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
VIS.9-12.VA:Cr1	Generate and conceptualize artistic ideas and work.
VIS.9-12.VA:Cr3	Refine and complete artistic work.
VIS.9-12.VA:Cr2	Organize and develop artistic ideas and work.
VIS.9-12.VA:Cr2.1	Investigate
VIS.9-12.VA:Cr2.1.EQ	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?
VIS.9-12.VA:Cr3.1.EQ	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?
VIS.9-12.VA:Cr1.1.EU	Creativity and innovative thinking are essential life skills that can be developed.
VIS.9-12.VA:Cr1.1.IIIa	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
VIS.9-12.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.
VIS.9-12.VA:Cr2.1.IIIa	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VIS.9-12.VA:Cr1.2	Investigate - Plan - Make
VIS.9-12.VA:Cr2.2	Investigate
VIS.9-12.VA:Cr2.2.EQ	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?
VIS.9-12.VA:Cr2.2.EU	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
VIS.9-12.VA:Cr1.2.EU	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
VIS.9-12.VA:Cr2.2.IIIa	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
VIS.9-12.VA:Cr1.2.IIIa	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.

VIS.9-12.VA:Cr2.3	Investigate
VIS.9-12.VA:Pr5.1	Analyze
VIS.9-12.VA:Pr4.1.EQ	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?
VIS.9-12.VA:Pr4.1.IIIa	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VIS.9-12.VA:Re7	Perceive and analyze artistic work.
VIS.9-12.VA:Re9	Apply criteria to evaluate artistic work.
VIS.9-12.VA:Re	Responding
VIS.9-12.VA:Re7.1	Perceive
VIS.9-12.VA:Re9.1	Interpret
VIS.9-12.VA:Re7.1.EQ	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?
VIS.9-12.VA:Re8.1.EU	People gain insights into meanings of artworks by engaging in the process of art criticism.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

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## Unit Overview

## **Figure Drawing Unit**

The human figure is central to much of what an artist has to say therefore the focus of this unit is the human figure. Drawing from live models teaches one to be spontaneous and forthright when recording a pose. Time is utilized to learn the human form.

By the end of this unit, students will be able to:

Demonstrate skill in the technical use of line, mass, form, light, shadow and proportion.

Compose images of the human figure that express a living form in spatial environment.

Demonstrate a verbal working use of art vocabulary as it relates to figure drawing.

Give and receive criticism.

Design creative and aesthetic pleasing works of art that are the response to a given prompt.

Describe, analyze, interpret and evaluate works of art.

### **Unit Pacing guide:**

**1.The Block-In /1wk.**

**2. The Construct /1wk**

**3. The Shadow Shapes /1wk**

**4. The Articulation /1wk**

**5. The Fall of Light /1wk**

**6. The Big-Form Modeling /1wk**

**7. Variations of the Darks /1wk**

**8. Rendering of the Lights /1wk**

VIS.5.VA:Cr3

Refine and complete artistic work.

VIS.5.VA:Cr2.1.5a

Experiment and develop skills in multiple art-making techniques and approaches through practice.

VIS.5.VA:Cr1.1.EU

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

VIS.5.VA:Cr1.2.5a

Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

VIS.5.VA:Cr2.2.5a

Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VIS.5.VA:Re7.1.5a

Compare one's own interpretation of a work of art with the interpretation of others.

VIS.5.VA:Re8.1.EU	People gain insights into meanings of artworks by engaging in the process of art criticism.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

## Enduring Understandings

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See Enduring Understandings Below...

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VIS.9-12.VA:Cn10.1.EU	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
VIS.9-12.VA:Cr2.1.EU	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
VIS.9-12.VA:Cr3.1.EU	Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
VIS.9-12.VA:Cr1.1.EU	Creativity and innovative thinking are essential life skills that can be developed.
VIS.9-12.VA:Cr1.2.EU	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
VIS.9-12.VA:Cr2.3.EU	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
VIS.9-12.VA:Pr4.1.EU	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
VIS.9-12.VA:Re7.1.EU	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.
VIS.9-12.VA:Re9.1.EU	People evaluate art based on various criteria.

## Essential Questions

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### Addressing the importance of Human Dignity/ September through June

- What does it mean to say art is a platform for the expression of the dignity of the human person and has an objective value and purpose?
- How do artists have a crucial role in understanding human life, and impacting societies and cultures that affirm the dignity of every human person?
- How does art enables us to move beyond ourselves, and to shape, through our imagination, the world in which we live?
- **VIS.9-12.VA:Cn11.1.EQ** - [Essential Question] - 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?

### Essential questions below (National Art Education Essential Questions)

VIS.9-12.VA:Cn11.1.EQ	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?
VIS.9-12.VA:Cn10.1.EQ	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?
VIS.9-12.VA:Cr1.1.EQ	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?
VIS.9-12.VA:Cr2.1.EQ	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?
VIS.9-12.VA:Cr3.1.EQ	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?
VIS.9-12.VA:Cr1.2.EQ	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?
VIS.9-12.VA:Cr2.2.EQ	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?
VIS.9-12.VA:Pr5.1.EQ	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?
VIS.9-12.VA:Re9.1.EQ	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?
VIS.9-12.VA:Re7.1.EQ	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?
VIS.9-12.VA:Re7.2.EQ	What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

## **New Jersey Student Learning Standards (No CCS)**

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These Career Ready Practices describe the career-ready skills that the art department seeks to develop in their students. Because Career Ready Practices have been linked to increase college, career, and life success, we strive to equip our students with opportunities to consider their futures in a realistic, and responsible manner as students advance through our program of studies in Visual Arts.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions

. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

## **Amistad Integration**

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0x <sup>SEL.PK-12.1.2</sup>	Recognize the impact of one's feelings and thoughts on one's own behavior
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## **Holocaust/Genocide Education**

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**In order to aid students in their understanding of genocide, we take time to discuss Degenerate Art which was given this name during the Holocaust.**

**Please take time to view the links below:**

<https://www.moma.org/calendar/exhibitions/3868>

<http://www.bbc.com/culture/story/20160203-art-from-the-holocaust-the-stories-behind-the-images>



**RE:** N.J.S.A. 18A:35-28, Holocaust/Genocide Education

**a.** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

**b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## **Interdisciplinary Connections**

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(See standard tab)

Interdisciplinary Connections:

- Field trips with Environmental Science classes: Citizen Science/ NJ State shorebird migration and documentation- students draw birds and plants along the dunes.
- Illustrating vignettes written by Literature classes.

The Relevance of Science and Art Interdisciplinary connections:

The use of nature journals has been practiced for centuries. Nature journals were used by Lewis and Clark throughout their expeditions in the northwest. In order to document natural history, nature journals were also used by John Muir, John James Audubon, and Thomas Seton for a combination of art and narrative. It led these naturalists to experiencing keen and careful observations.

Nature journals are important in the process of learning. They combine observation with reflection, drawing, and writing. When students record nature through drawing and writing, the learning becomes more personal and enduring as they engage in an academic and sensory practice. This leads students to a holistic approach to immediate and deeper realizations about their surroundings. Nature journaling can be a foundation for developing skill in using the right and left brain. (left-brain data collection is not as impactful).

“ To see a wren in a bush, call it “wren”, then go on walking is to have seen nothing. To see a bird and stop, watch, feel, forget yourself for a moment, be in the bushy shadow, maybe then feel “wren”---that is to have joined in a larger moment with the world”

~ Gary Snyder, *Language Goes Two Ways*, 1995.

disciplines.

## Technology Standards

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Technology used in alignment with attached standards:

In order to understand the current capabilities and limitations of the constantly changing world of artificial intelligence and technologies, students in this class are encouraged to investigate on-line resources in order to learn about, create, and write about art. Students use technological devices in order to synthesize learning with hands-on practices.

- 0xTECH.8.1.12.A.CS2 Select and use applications effectively and productively.
- 0xTECH.8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 0xTECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.
- 0xTECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.  
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 0xTECH.8.1.12.C.1
- 0xTECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.
- 0xTECH.8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- 0xTECH.8.1.12.E.CS1 Plan strategies to guide inquiry.
- 0xTECH.8.1.12.E.CS4 Process data and report results.
- VPA.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
- VPA.1.4.12.B.CS3 Art and art-making reflect and affect the role of technology in a global society.
- TECH.8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

## 21st Century Themes/Careers

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- 0xCAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 0xCAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 0xCAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 0xHPE.2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

## Financial Literacy Integration

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Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A

of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

## **Instructional Strategies & Learning Activities**

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Sketchbook entries

Daily Art App.

View and discussion of relevant Historical, as well as current References.

Experimentation - Investigations into creating meaningful works of art.

Peer- to -peer critiques.

Student -to- student learning communities (for critique as well as students teaching students)

Weekly circulations (Students walk around the room to see what other classmates are doing for their projects)

## **Differentiated Instruction**

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Means of differentiating:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Relationship-Building

- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Rubrics
- Concept Attainment

## **Formative Assessments**

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### Formative Assessments:

1. Observation: Observe students thinking about and problem solve their ideas, explore new techniques and processes, create things that inspire them, and make mistakes into happy accidents. Observation helps determine what your students are creating so they can be guided toward personal success with their work.
2. Think-Pair-Share : Another formative assment technique used for checking understanding is through the Think-Pair-Share routine. This allows students to share information with a peer. This can be done during or after a demonstration, artist presentation, or discussion.
3. Interviews: Interviews can also be referred to as student conferences. Having a discussion is powerful.
4. Critiques: While many may think critiques are just for finished work, we often do them with works in progress. This way, students can get peer feedback that may help push them to explore new ideas

### Assessment Resources Used:

<https://theartofeducation.edu/content/uploads/2016/03/Ultimate-Assessment-Guide.pdf>

## **Summative Assessment**

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## **Benchmark Assessments**

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### Benchmarks for Art Major

- Recognize the elements of art and principles of design in works of art.
- Identify and describe characteristics that cross-artistic disciplines in historical periods (e.g., Classical-Formal).
- Develop proficiency in use of tools and materials.
- Analyze effective and ineffective compositions.
- Plan and create works of art, which use the elements of art and principles of design.
- Identify past and present artists who influenced design.
- Recognize technology's impact on design
- Individually or collaboratively formulate new creative problems based on student's existing artwork.

- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

## **Alternate Assessments**

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Alternate Assessment Resources Used:

<https://theartofeducation.edu/content/uploads/2016/03/Ultimate-Assessment-Guide.pdf>

## **Resources & Technology**

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Here is a list of resources used for this class, but not limited to..

[https://www.youtube.com/watch?v=D6lCvz1IiW8&index=1&list=PL3aPoNPQSJnSJVw2\\_GUVR7jC0nbksq6F](https://www.youtube.com/watch?v=D6lCvz1IiW8&index=1&list=PL3aPoNPQSJnSJVw2_GUVR7jC0nbksq6F)

<https://theartofeducation.edu/2018/02/20/collage-canvasa-creative-lesson-students/>

<https://theartofeducation.edu/resources/>

<https://theartofeducation.edu/content/uploads/2016/03/Ultimate-Assessment-Guide.pdf>

<https://americanart.si.edu/education/k-12/resources>

<https://gacny.org/> (Global Art Coalition)

<https://www.gelliarts.com/> (printmaking)

<https://www.pbs.org/craft-in-america/home/>

<http://www.pbs.org/art21/home/>

<https://www.youtube.com/watch?v=EICQYHpbsL8> (textile design)

<https://apps.apple.com/us/app/dailyart/id547982045> (used daily)

See Standards

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

## BOE Approved Texts

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## Closure

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Such as: (highlighted culminators are used for this course)

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they

leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

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## **ELL**

Such as:

- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Open lines of communication with parents and case managers

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## **Special Education**

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Allow the student to complete an independent project as an alternative..
- Show a model of the end product.
- Stand near the student when giving directions or presenting a lesson.

- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## **504**

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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Practices may include:

- Have student restate information
- Concrete examples
- Assistance in maintaining uncluttered space
- Lab and math sheets with highlighted instructions
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use peer supports and mentoring
- Chart progress and maintain data (daily journal kept)



## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking