Unit 1 - ELEMENTS AND PRINCIPLES

Content Area: **Art**
Course(s): **SCULPTURE II**
Time Period: **Sept-Jan/Feb-June**
Length: **15 days, Grades 10, 11, 12**
Status: **Published**

SCULPTURE II

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

SCULPTURE II, Grades 10, 11, 12

ELEMENTS OF ART AND PRINCIPLES OF DESIGN

Belleville Board of Education

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Board Approved:

Art educators are responsible for creating effective and creative lessons designed to accommodate all learning levels for all students in our district while also addressing the NJSLS for the State of New Jersey. Interdisciplinary connections are achieved and noted where applicable. Art history and cultural connections are included as well. NJSLS are also included and noted in each section.

Areas of content include the **Elements of Art: color, value, shape, form, space, line,** and t**exture.** Another main focus is made on the **Principles of Design**, which are: **balance, unity, directional movement, focal point, variety, rhythm, proportion** and **emphasis.** There are many basic concepts that underlie the field of design. They are often categorized differently depending on philosphy or teaching methodology. Other variations may include: **dominance, harmony, contrast, repetition, gradation, and functionality**. The principles can also be broken down into more specifics such as **symmetrical** and **asymmetrical**; **similarity, proximity** and **alignment**; **positive and negative space**; **rule of thirds; visual center; typography; closure; continuance, contrast** or **opposition** - the list goes on...

The purpose of the guide is to present a sequential plan in the area of Fine Art Lessons. This visual based curriculum includes lessons in creating, exploring, and critiquing, as well as historical and cultural aspects of the artistic eras. Each lesson is designed to allow students to use learned methods and skill, explore new mediums, embrace their personal creativity and self expression, research art history, participate in critiques, and help students find their soul connection to their art work and teach them to believe in themselves and all their mind and individual creativity has to offer.

This curriculum guide should be revised as specified to meet the standards and provide optimal educational

opportunities. Modifications or adaptations can be utilized to promote differentiated learning for all students. This visual arts curriculum accommodates and empowers a multitude of learning styles and abilities. The sequential format of skill-building lessons will provide the basis for continuity, understanding and accomplishment in the area of visual arts.

Unit Overview

Unit 1 - ELEMENTS OF ART, PRINCIPLES OF DESIGN

O1 Allow students to discover the diversity in and connections among forms of communication throughout history.

O2 Students will learn how people have responded to and communicated their experiences through art by exploring form and function.

O3 Introduce students to the art world as active participants, engaging with its forms and content as they research, discuss design, artists, the design process

and interpretations of design.

O4 Allow students to use their knowledge of the Elements of Art (line, shape, form, color, space, texture) and the Principles of Design (balance, emphasis,

movement, repetition, rhythm, variety, unity)

Enduring Understanding

EU1 Creativity and innovative thinking are essential life skills that can be developed.

EU2 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

EU3 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining

EU4 Objects, artifacts, and artworks collected, preserved, or presented either by artists, museum, or other venues communicate

meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

EU5 Visual imagery influences understand of and responses to the world.

EU6 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and

experiences.

EU7 A lighter area placed next to a darker area will create a separation. Drawing a line is not necessary.

EU8 The Elements of Art are line, shape, form, space, value, color, and texture. They are the building blocks of visual works of art.

They allow us to analyze, appreciate, create and present art.

EU9 The Principles of Design are pattern, emphasis, unity, balance, contrast, rhythm & movement. They organize the Elements in

a work of art.

Essential Questions

EQ1 What conditions, attitudes, and behaviors support creativity and innovative thinking?

EQ2 How do artist work?

EQ3 What role does persistence play?

EQ4 What is an art museum?

EQ5 What is an image?

EQ6 How does engaging in creating art enrich people's lives?

EQ7 How does tonality (value) create edges of objects?

EQ8 What are the Elements of Art?

EQ9 What are the Principles of Design.

Exit Skills

By the end of Unit 1:

Creating:

- Use multiple approaches to begin creative endeavors.
- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Engage in making a work of art or design without having a preconceived plan.
- Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting:

- Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- Analyze and evaluate the reasons and ways an exhibition is presented.
- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Responding

- Hypothesize ways in which art influences perception and understanding of human experiences.
- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

- Document the process of developing ideas from early stages to fully elaborated ideas.
- Describe how knowledge of culture, traditions, and history may influence personal responses to art.

New Jersey Student Learning Standards (NJSLS-S)

1.5.12acc.Cr	Creating
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.
1.5.12acc.Cr2	Organizing and developing ideas.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Pr	Presenting
1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr6	Conveying meaning through art.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re	Responding
1.5.12acc.Re7	Perceiving and analyzing products.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Cn	Connecting
1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make

connections to uses of art in contemporary and local contexts.

Interdisciplinary Connections

LA.RST.11-12	Reading Science and Technical Subjects
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
MA.G-CO.D	Make geometric constructions
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.WHST.11-12	Writing History, Science and Technical Subjects
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
SOC.6.1.12.D.2	History, Culture, and Perspectives

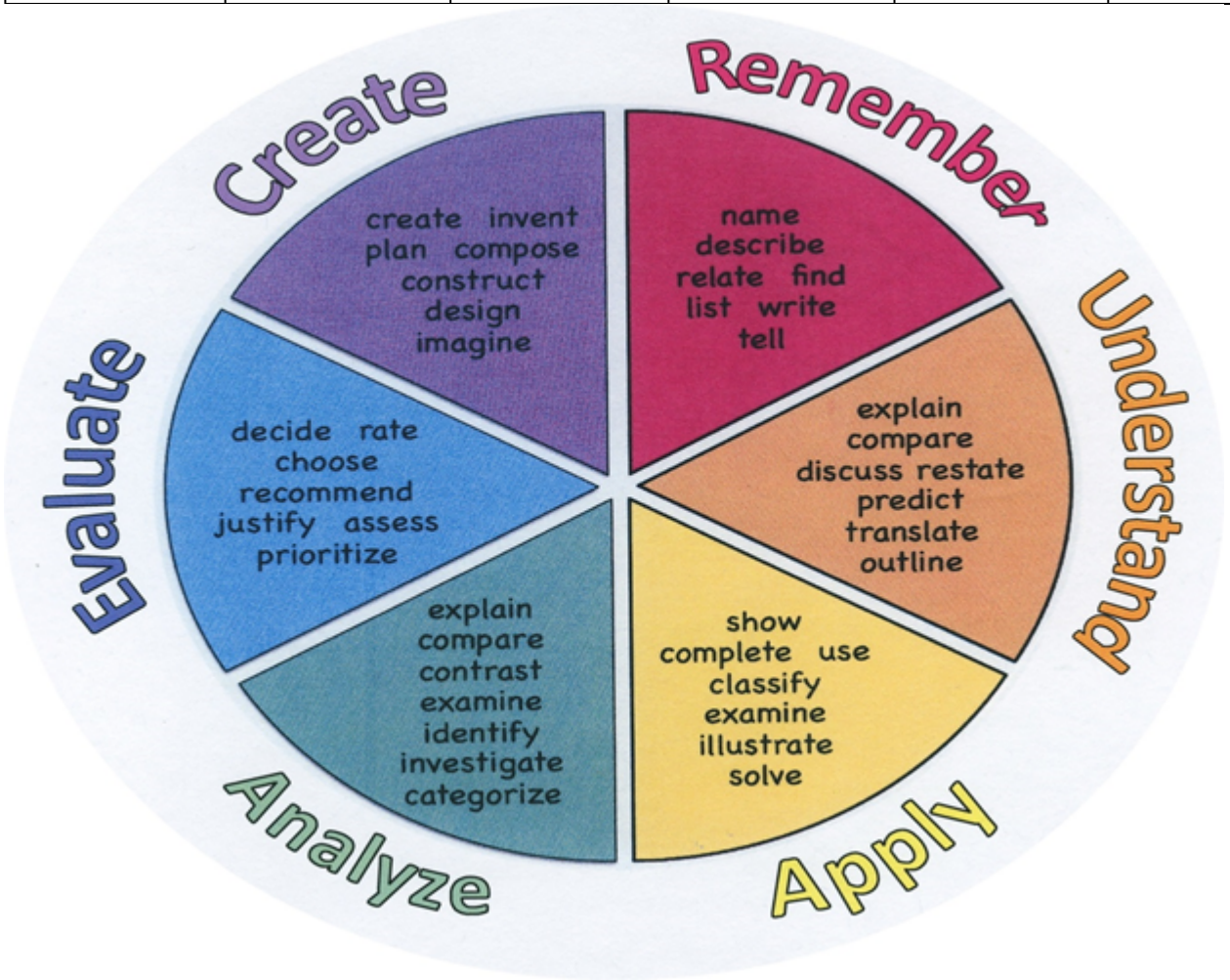
Learning Objectives

- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Demonstrate knowledge of value/tone and highlight/shadow.
- Integrate texture and pattern into compositions.
- Illustrate designs to demonstrate 3D skills.
- Understand the difference between low-relief, high-relief, sculpture-in-the-round.
- Demonstrate how to enlarge artwork in proportion.
- Design foreground, middle ground, and background in compositions.
- Devise various paths that effectively use Elements of Art and Principles of Design in works of art.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate

Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Read ScholasticArt magazine - Women Ceramic Artists: Working with Volume
- Create forms of varying mass and volume using ceramic clay thrown on the wheel
- Use Quizlet to review appropriate vocabulary words for the unit.

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence:

1. Sketchbooks/Journals (formative assessment)

2. Individual critiques (formative assessment)

3. Group critiques (alternative assessment)

4. Admit tickets (formative assessment)

5. Exit Tickets (formative assessment)

6. Study Guides (formative assessment)

7. Teacher Daily Observations (formative assessment)

8. Summary Questions (summative assessment)

9. Cooperative structured learning activities (formative assessment)

10. Do-Now Activities (formative assessment)

11. Portfolio Review (summative assessment)

12. Create a product/solve a design problem (summative assessment)

13. Quarterly/Mid-Term/Final Exam (Benchmark assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Books:

  Art Fundamentals by Ocvirk, Bone, Stinson, Wigg

  Illustrated Elements of Art and Principles of Design by Gerald Brommer

  Design: Elements and Principles by Dorothea Malcom

  Art Synetics by Nicholas Roukes

  3D Thinking in Design and Architecture: From Antiquity to the Future by Roger Burrows

- Magazines: *Art in America, ArtNews, Scholastic Art*

Ancillary Resources

* Hand-outs on Elements and Principles, shading/value studies

* PowerPoint/Google Slide presentations of examples/student work

* Historical and contemporary references such as Viola Frey, Robert Arneson, Cheryl Tall, Tony Natsoulas

* Museum/Gallery visits

* Visiting artists

* College/trade/technical school visits

Technology Infusion

Examples could include:

Online museum/gallery sites: ex.-Museum of Modern Art, www.moma.org

Pinterest such as www.pinterest.com/msdriskill/

Classroom and artist blogs

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

QR codes and altered reality sites

Quizlet for studying appropriate vocabulary lists

Kahoot

Flipgrid

Jamboard

Art/Design talks using TEDTalks

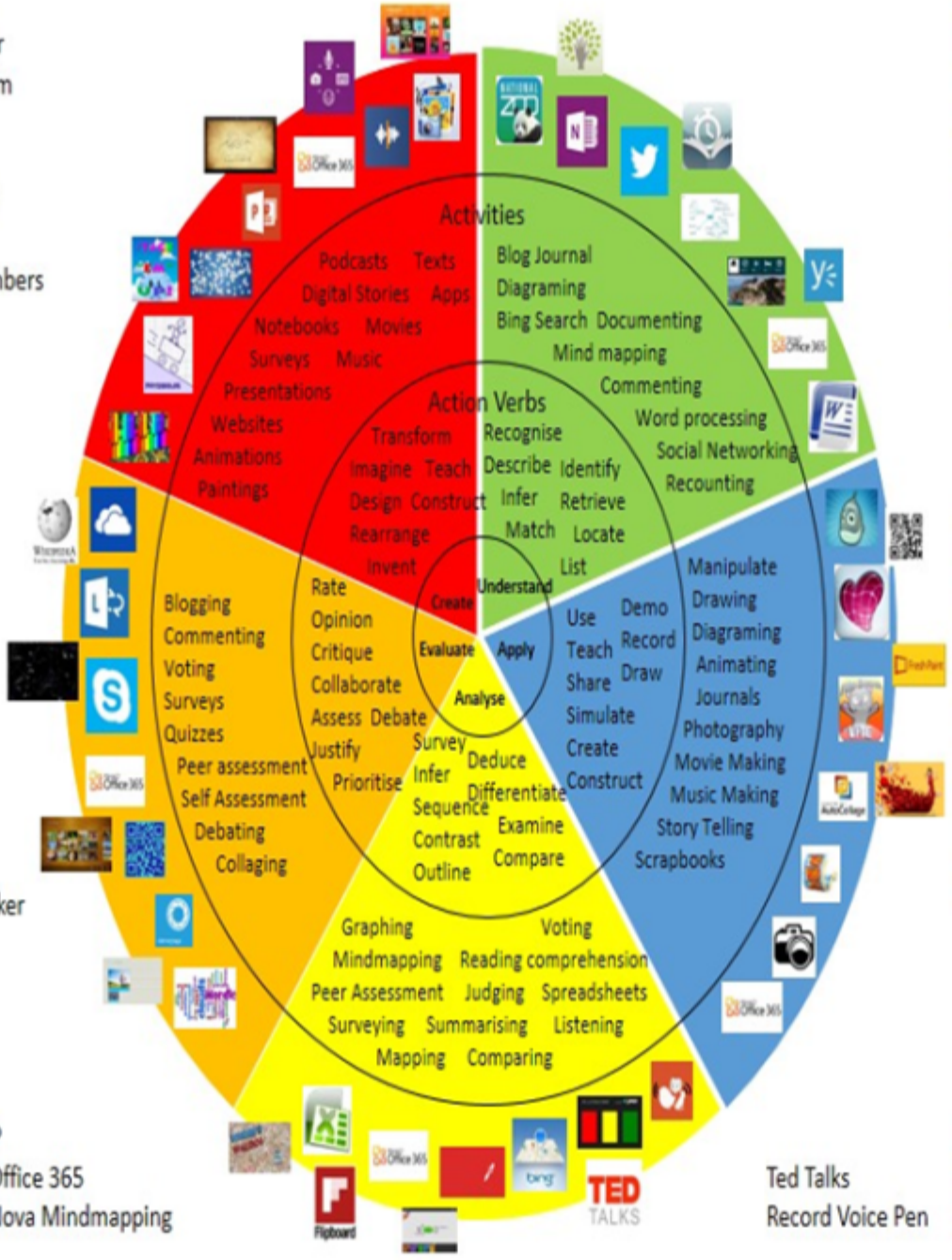
PBS Learning Media

Art 21

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

1. Students will have the same subject matter but will have different outcomes.
2. Progress will be the same but the product will be different.
3. Guided instruction, direct instruction, group instruction.
4. Assist students with IEP & 504 guidelines.
5. Study guides, group and peer instruction, extended time/ test time, oral testing
6. Small group instruction
7. Small group assignments
8. Extra time to complete assignments
9. Pairing oral instruction with visuals
10. Repeat directions
11. Scheduled breaks
12. Rephrase written directions
13. Alternative formative and summative assessment
14. Leveled rubrics
15. Project-based learning
16. Exploration by interest
17. Open-ended activities

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities

- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Special Education Learning adaptations that will be employed in the unit

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time for skill mastery
- Have student repeat directions
- Check work frequently for understanding
- Secure attention before giving instructions
- Extended time on quizzes
- Preferential seating
- Printed Copy of text
- Assistive technology

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation

- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- decreasing the amount of work presented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking student's correct and acceptable work, not the mistakes
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during testing
- communication with counselor, parent/guardians in reference to the lesson.
- after school project/specific tutoring
- extra one-on-one class time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students

- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace
- Communicating with parent/guardian regarding after school classes
- Communicating with parent/guardian regarding college opportunities
- Offering after school art experiences

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Ceramics-Hand Building: Telling Stories/Interpreting Folk and Fairy Tales

NJSLS: See linked below

Interdisciplinary Connection: Social Studies: History, Culture, and Perspectives - SOC.6.1.12.D.1; Language Arts: Reading Literature - LA.RL.11-12

Statement of Objective: SWDAT look for meanings and symbolism in fairy tales and folk tales and then translate that knowledge into creating a 3-dimensional ceramic piece.

Anticipatory Set/Do Now: Do you know any fairy tales? Folk tales? What Elements of Art and Principles of Design are most prominent in this type of artwork? (examples)

Learning Activity: Discussion of different types of tales from various cultures. What are some of the "lessons learned"? Students will research tales from at least 2 different cultures to share with the class. Possible designs will be sketched out. Finalized ideas will be created using handbuilding techniques in ceramic clay. Demonstration/review of basic techniques such as pinch, coil, slab. Students will work for multiple class periods on building their piece. Once dry, it will be fired, glazed and re-fired.

Student Assessment/CFU's: Class Participation/Discussion, Group Work, Teacher Observation, test/quiz, Project rubrics, critiques, student self-assessment/artist reflection document.

Materials: examples of ceramic hand-built narratives, ceramic clay, modeling tools, plastic bags, water, storage materials, glazes, kiln, access to fairy/folk tale books.

21st Century Themes and Skills: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving, Information Literacy,Media Literacy

Differentiation/Modifications: Added time to complete assignments, Independent research and projects, Modified expectations for task completion, Project-based learning, Reinforcing on-task behaviors and skill acquisition, repeat directions as needed.

Integration of Technology: Google Classroom, Google Slides, SMART TV, Access to internet for image references and fairy/folk tales, Pinterest image boards, YouTube handbuilding demonstration videos , Classroom social media accounts

1.5.12acc.Cr	Creating
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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.
1.5.12acc.Cr2	Organizing and developing ideas.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3	Refining and completing products.
1.5.12acc.Cr3a	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.
1.5.12acc.Pr	Presenting
1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
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