

***Unit 1: Principles & Elements of Design**

Content Area: **Art**
Course(s): **Intro to Art**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Introduction to Art

Principles & Elements of Design

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: **Teacher - Joanne de Florio and Christine Driskill**

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

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 Core Curriculum Standards for the State of New Jersey. Interdisciplinary connections are achieved and noted where applicable. Art history and cultural connections are included in this curriculum. New Jersey Core Curriculum Standards are also included and noted in each unit.

Areas of content include the Elements of Art: color, value, shape, form, space, line, and texture. 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 philosophy 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 this curriculum is to present a sequential plan in the area of Fine Arts 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 skills, 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 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 - Principles and Elements of Design

1. Artists employ principles and elements of design in creating all artwork.
2. Explore Elements of Art: Line, Texture, Shape, Value, Color, Form, and Space.
3. Explore Principles of Design: Balance, Pattern, Rhythm, Movement, Contrast, Harmony, and Unity.
4. Learn how people have responded to and communicated their experiences through art.
5. Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, write, and create art, and interpretations of art.
6. Discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

Enduring Understanding

Enduring understandings:

1. Art requires skills to turn ideas into a product.
2. Elements and principles of design are the language of art.
3. Elements and principles of design are universal in nature.
4. Elements and principles of design help organize ideas and expression.
5. The clarity of a work of art and its ability to communicate can be affected by the manner in which it is shown.
6. Art is present in our daily surroundings.

7. Art helps to bridge the gaps in such areas of learning as Math, History, Science, Technology.
8. Art History reading enhances historical facts.

Essential Questions

Essential Questions:

1. What is art and how is it made?
2. How does art communicate a concept?
3. Why and how does art change?
4. How do we describe our thinking of art?
5. What are elements of art and principles of design, and how do we use them?
6. What is beauty?
7. How does an artwork evolve from concept to product?
8. What role does planning and spontaneity play in art?
9. How does the presentation of an artwork affect its significance and meaning?
10. What is personal style?
11. How does group critique stimulate ongoing thinking?
12. How does art raise questions across subject-area boundaries?
13. How will knowledge of art and architectural styles and movements enhance future experiences and thinking?
14. What other subject areas are necessary for creating a work of art?

Exit Skills

By the end of Unit 1:

1. All students will demonstrate an understanding of art by:
 - Communicating knowledge of artists, media, and techniques.
 - Recognizing that art requires skills to turn ideas into a product.
 - Identifying that the elements and principles of design are the language of art.
 - Identifying that the elements and principles of design are universal in nature.
 - Identifying that the elements and principles of art help organize ideas and expression.
 - Select the manner in which to show a work of art to communicate its purpose.

2. All students will comprehend complex literary and informational texts independently and proficiently.

3. All students will understand the role, development, and influence of art throughout history and across cultures by:
 - Demonstrating an understanding of the elements and principles that govern the creation of works of visual art.
 - Understanding the role, development, and influence of the arts throughout history and across cultures.
 - Synthesizing those skills, media, methods, and technologies appropriate to creating visual art.
 - Manipulating materials and ideas to create an aesthetic object.
 - Recognizing that art making is shaped by tradition and change.

4. All students will recognize the unique qualities of art through:
 - Elements and Principles of Design
 - Communicative Characteristics
 - Recognize types of line
 - Identifies ratios and proportions
 - Identifies mediums
 - Create illusion
 - Recognize art in daily life

New Jersey Student Learning Standards (NJSL)

VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr3	Refining and completing products. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
VA.9-12.1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Re7	Perceiving and analyzing products. 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?
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
SOC.6.2	World History: Global Studies
CS.9-12.8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.DA	Data & Analysis
CS.9-12.IC	Impacts of Computing
	Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.

Interdisciplinary Connections

Math: Proportions and ratios

Parallel, diagonal, horizontal, vertical lines

Geometry: Form equals volume and mass.

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
MA.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
MA.G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
SOC.6.2	World History: Global Studies

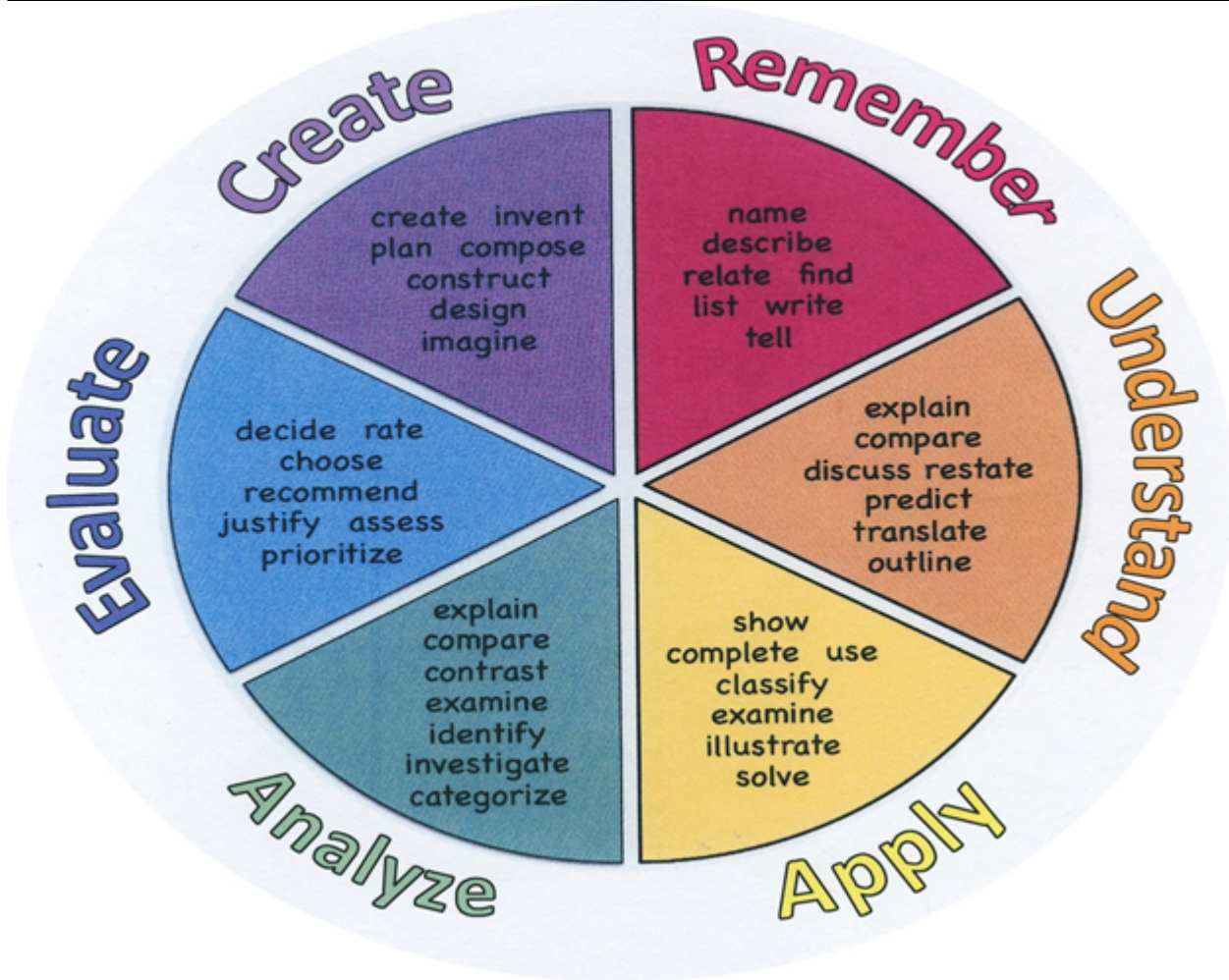
Learning Objectives

1. Identify artwork that communicates personal opinions, thoughts, and ideas that emphasize the elements of art including line, texture, shape, value, color, form, and space.
2. Identify artwork that communicates personal opinions, thoughts, and ideas that emphasize the principles of design including balance, pattern, rhythm, movement, contrast, harmony, and unity.
3. Identify, plan, and provide solutions to design problems.
4. Analyze and evaluate how various artists and cultural resources influence our creative ability.
5. Combine differentiated components of form, function, content and/or context of a work of art.
6. Create original works of art using elements and principles of art.
7. Compare and contrast innovative applications of line as an element of art.
8. Differentiate between objective and subjective thoughts.
9. Analyze ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.
10. Interrelate proper use of vocabulary verbally and in written form.
11. Recognize and describe works of art in terms of the use of the design principles and in written materials.
12. Assess and evaluate the cross-reference with Math.

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 Reproduce	Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Separate		Reconstruct Revise Rewrite Transform
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Suggested Activities & Best Practices

- Demonstrate and display objects for the understanding of spatial relationships, proportions, ratios.
- Demonstrate and display drawing techniques.
- Discussion related to the shadows cast when objects overlap, ratios and proportions.
- Daily observation of individual student learning.
- Read articles on the elements of art.

- Research disabled artists such as Van Gogh who suffered with epilepsy, Paul Klee who had scleroderma, Chuck Close and Henri Matisse who worked from a wheelchair
- Research artists of color such as Kehinde Wiley, Romare Bearden, Jacob Lawrence
- Research LGBTQ artists such as Andy Warhol, Julie Mehretu, Keith Haring
- Research artists of the Holocaust such as Edgar Ainsworth, Leslie Cole, Eric Taylor

VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets - formative assessment
 - Exit Tickets - formative assessment
 - Evaluation rubrics - formative assessment
 - Journals - alternative assessment
 - Explaining - formative assessment
 - Evaluate - formative assessment
 - Define - alternative assessment
 - Describe - formative assessment
 - Study Guide - formative assessment
 - Teacher Daily Observations
 - Review Questions - summative assessment
 - Vocabulary - formative assessment
 - Summary Questions - formative assessment
 - Quizzes/Tests - summative assessment
 - Cooperative structured learning activities
 - Do-Now activities - formative assessment
 - Portfolio Review - summative assessment
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- 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

- *Art Fundamental Theory and Practice*, Ocvirk, Bone, Stinson, Wigg
- *The Complete Book of Drawing*, Barrington Barber
- *Color, A Complete Guide for Artists*, Ralph Fabri

- *Art From Intuition*, Dean Nimmer
- *Artists Journals and Sketchbooks*, Lynn Perrella

Ancillary Resources

- *Art Across Time*, Laurie Schneider Adams
- *Art History*, Marilyn Stockstad's
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours

Technology Infusion

- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute of Discipline Based Art Education
- Sketchbook Express

Alignment to 21st Century Skills & Technology

- Creativity and innovation
- Critical thinking and problem solving
- Communication, and collaboration are encouraged, taught, and assessed
- Khan Academy
- Google.com-cultural institute art collection
- Artsonia - World's Largest Student Art Museum

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8). Innovative ideas or innovation can lead to career opportunities.

21st Century Skills/Interdisciplinary Themes

- Khan Academy
- Artsonia
- Google Institute
- PBS Learning

- Newsela
 - Art 21
 - Art Web
 - Getty Institute
 - Sketchbook Express
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- 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

- Career paths in the field of art - Research artists on ART 21 website
 - Communication and Collaboration
 - Information Literacy - Read about Visual Arts current events on Newsela
 - ICT (Information, Communications and Technology) Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving - Using The Phillips Collection - Learn & Collect Pre K-12 Education
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- Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

- - Students will have the same subject matter but will have different outcomes.
 - Progress will be the same but the product will be different.
 - Guided instruction, direct instruction, group instruction.
 - Assist students with IEP & 504 guidelines.
 - Study guides, group and peer instruction, extended time/ test time, oral testing
 - Small group instruction
 - Small group assignments
 - Extra time to complete assignments
 - Pairing oral instruction with visuals
 - Repeat directions
 - Scheduled breaks

- Rephrase written directions
 - Alternative formative and summative assessment
 - Leveled rubrics
 - Project-based learning

- Exploration by interest
- Open-ended activities

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

- additional time for skill mastery
 - preview of content, concepts, and vocabulary
 - behavior management plan
 - have student repeat directions to check for understanding
 - teacher initiated weekly assignment sheet
 - assistive technology
 - check work frequently for understanding
 - secure attention before giving instruction/directions
 - multi-sensory presentation
 - preferential seating
 - Reduced/shortened written assignments
 - printed copy of board work/notes provided
 - peer tutoring
 - testing with counselor
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- 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 clarify
- 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 work presented 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 students' 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
 - collaborating to modify vocabulary, omit or modify items how the grade will be determined prior to giving the test to reflect objectives for the student, eliminate sections of the test, and determine
 - communication lesson with counselor, parent/guardians
 - after school project specific tutoring
 - extra one-on-one class time relating to principles and elements of design
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- 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 work presented 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
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- 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: Color Theory - Color Matters

INTERDISCIPLINARY CONNECTION: Sir Isaac Newton developed the first circular diagram of colors in 1666

STATEMENT OF OBJECTIVE: SWDAT develop, invent, compose, & construct the color wheel by mixing primary colors to create secondary and tertiary colors, map the goals for the week

ANTICIPATORY SET/DO NOW: Formulate, hypothesize, and plan how to assign the proper colors to the color wheel, how to mix primary colors to create secondary and tertiary colors.

LEARNING ACTIVITY: Classify, explain, interpret, and discuss the ways to create secondary and tertiary colors using only the primary colors.

STUDENT ASSESSMENT/CFU's:

MATERIALS: colored pencil, color wheel on paper

21st CENTURY THEMES & SKILLS: Critical thinking, communicating.

DIFFERENTIATION: Students will have the same subject matter but will have different outcomes. (Progress will be the same but the product will be different). Guided instruction, direct instruction, group instruction. Assist students with IEP & 504 guidelines. Study guides, group and peer instruction, extended time/ test time, oral testing

INTEGRATION OF TECHNOLOGY: Youtube video - Sir Isaac Newton's Theory of Color

VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2	Organizing and developing ideas. Reflect, Refine, Continue