

# **\*UNIT 1 - WIRE/METALWORK/JEWELRY**

Content Area: **Art**  
Course(s): **Crafts**  
Time Period:  
Length: **40 days**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**CRAFTS Grades 11,12**

**WIRE/METALWORK/JEWELRY**

**Belleville Board of Education**

**102 Passaic Avenue**

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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 as well. New Jersey Core Curriculum Standards are also included and noted in each section.

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 or thirds; visual center; typography; closure; continuance; contrast or opposition** - the list goes on...

The purpose of guide 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 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**

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### **Unit 1 - WIRE/METALWORK/JEWELRY**

O/1 Allow students to discover the diversity in and connections among forms of communication throughout history.

O/2 Students will learn how people have responded to and communicated their experiences through art by exploring form and

function.

O/3 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.

O/4 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**

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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

work over time.

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 understanding of and responses to the world.

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

experiences.

EU7 Textures on metal can be created by using various hammers and stamps, found objects and rolling mills.

EU8 Hot connections use a torch to solder metal together while cold connections do not and include techniques such as rivets,

prongs, hinges, and wire wrapping.

EU9 Beads have not only been used for adornment, status and power; they have been used as form of currency.

## **Essential Questions**

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

EQ2 How do artists 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 can we create texture on metal?

EQ8 What is the difference between cold and hot connections?

EQ9 What were some of the uses of beads throughout history?

## Exit Skills

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By the end of Unit 1:

Creating:

- 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 art works, such as metalforming, cutting complex shapes.
- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form such as creating patinas with a torch.
- Demonstrate awareness of ethical implications of making and distributing creative work.
- Redesign an object, system, place, or design in response to contemporary issues.
- Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

Presenting:

- Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Responding:

- Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

## Connecting

- Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- 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.

## **New Jersey Student Learning Standards (NJSLS-S)**

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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.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
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.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.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.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.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.1.3.12.D.CS4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
VPA.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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.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.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
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.

## **Interdisciplinary Connections**

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MA.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
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.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.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.



LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SCI.HS	Structure and Properties of Matter
SCI.HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
SOC.6.1.12.D.1	History, Culture, and Perspectives
SOC.6.1.12.D.2	History, Culture, and Perspectives
SOC.6.1.12.D.3	History, Culture, and Perspectives
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

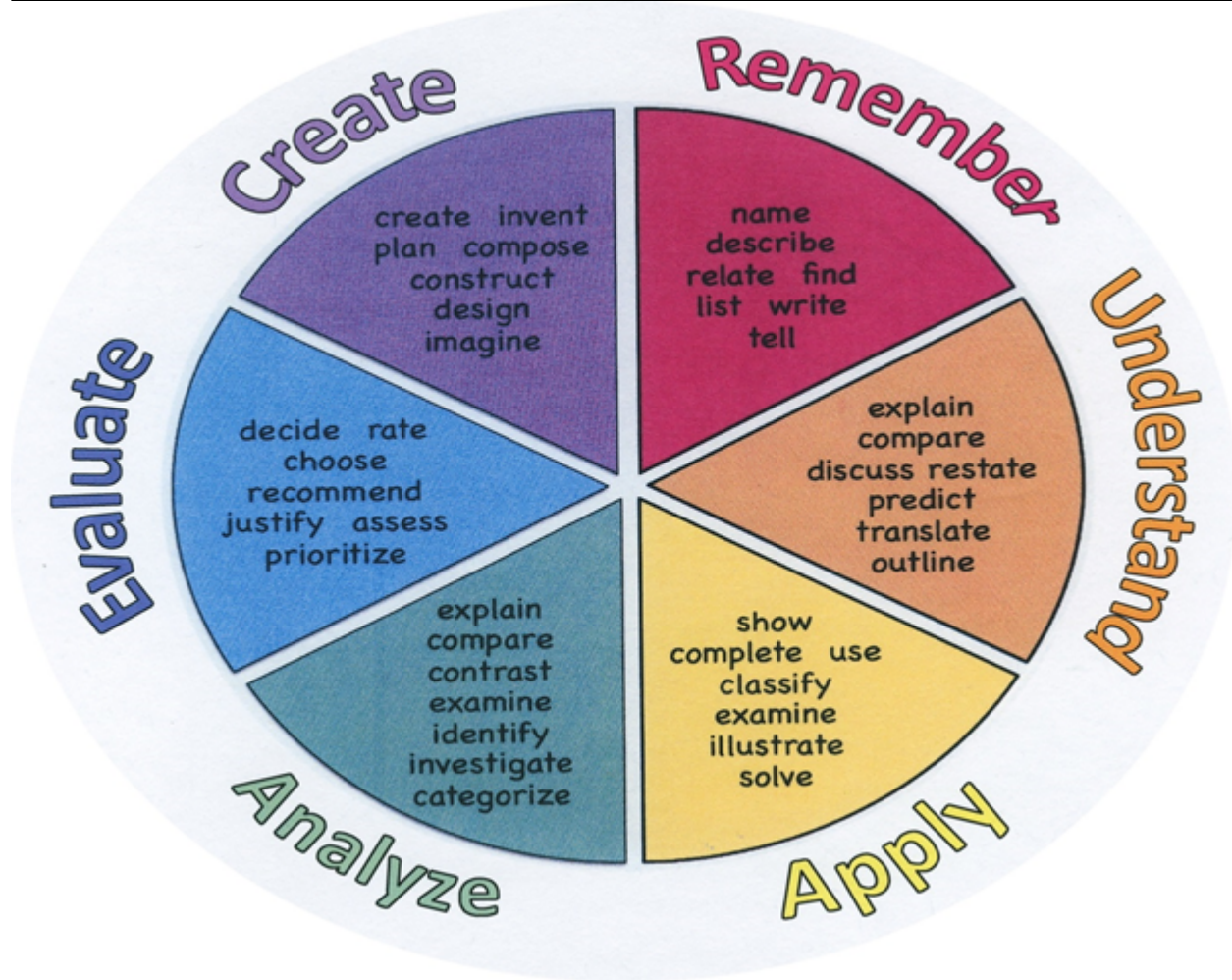
## Learning Objectives

- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Use pliers and wire cutters to create findings for jewelry work.
- Demonstrate how to cut shapes from metal using the jeweler's saw.
- Create starting holes using the drill press.
- Choose the appropriate buffs on the buffing machine for desired texture/finish.
- Compare and contrast ancient and contemporary techniques and processes.

**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 Discuss Estimate Extrapolate Generalize Predict	Manipulate Modify Operate Subtract			
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## Suggested Activities & Best Practices

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Examples of Suggested Activities:

- Read ScholasticArt magazine - The Art of Mesoamerica and South America

- Create a variety of wire pins and earrings based off of ancient designs.
- Demonstrate cutting techniques by creating a cuff bracelet from copper sheet.
- Use Quizlet to review appropriate vocabulary words for the unit.

### **Assessment Evidence - Checking for Understanding (CFU)**

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- \* Individual critiques - formative assessment
  - \* Group critiques - formative assessment
  - \* Admit tickets - formative assessment
  - \* Exit Tickets - formative assessment
  - \* Creating Study Guides - alternative assessment
  - \* Teacher Daily Observations - formative assessment
  - \* Do-Now Activities - formative assessment
  - \* Portfolio Review - summative assessment
  - \* Creating a Product - 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

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- Books: *The Complete Metalsmith* by Tim McCreight

*Wire Jewelry* by Mickey Baskett

*The History of Beads* by Lois Shur Durbin

*Polymer Clay Surface Design* by Ellen Marshall

- Magazines: Art Jewelry

Lapidary Journal

Bead and Button

## **Ancillary Resources**

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- Hand-outs such as: Wire Basics, tool safety, hammer types, metalwork and jewelry in a cultural context
- Historical and contemporary references such as Egyptian wirework, Asian/Indian armlets and anklets, Moroccan hair ornaments, Nathalie Gouliart, Claire Sanford
- Internet use for research, image boards such as Pinterest, blog sites

## **Technology Infusion**

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Examples could include:

Online museum/gallery sites: ex.-Museum of Modern Art, [www.moma.org](http://www.moma.org)

Pinterest such as [www.pinterest.com/msdriskill/](http://www.pinterest.com/msdriskill/)

Classroom and artist blogs

Aurasma and other altered realities

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

QR codes

Quizlet for studying appropriate vocabulary lists

Kahoot

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

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

Ted Talks  
Record Voice Pen



## Alignment to 21st Century Skills & Technology

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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.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the



	actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
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.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

## 21st Century Skills/Interdisciplinary Themes

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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

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness
- Health Literacy

## **Differentiation**

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- 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

### **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)**

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- 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

- 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)**

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- 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**

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- 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
- communication with counselor, parent/guardians in reference to the lesson.
- after school project/specific tutoring

- extra one-on-one class time relating to Elements of Art/Principles of Design.
- 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)**

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- 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 proportionates
- 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

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Unit Name: Wire/Metalwork/Jewelry - Inspirational Word Bracelets

NJSLS: VPA 1.1.12.D.1, VPA 1.2.12.A.1, VPA 1.2.12.A.2, VPA 1.3.12.D.2, VPA 1.3.12.D.4, VPA 1.4.12.A.1, VPA 1.4.12.B.1, VPA 1.4.12.B.3

Interdisciplinary Connection: Math: measuring and shapes/forms MA 9-12.G-C0.A.1; Social Studies: global/cultural studies: SOC 6.2.12

Statement of Objective: SWBAT design a copper cuff based on an original composition that includes a single important word or short phrase by integrating demonstrated processes and techniques of metalwork, reading of informational text and sharing a class discussion.

Anticipatory Set/Do Now: What tools are necessary to cut a shape out of metal? What are your goals for the week? How will you know you achieved them?

Learning Activity: Discuss on the use and styles of bracelets/jewelry throughout different cultures.

Demonstration on proper safety techniques when cutting metal. Student research and sketching of ideas. Students forming and manipulation of metal. Participation in individual and group critiques through oral and written presentations.

Student Assessment/CFU's: Class Participation/Discussion, Group Work, Teacher Observation, test/quiz, Project rubrics, critiques.

Materials: manila paper, pencils, erasers, 2x6 copper sheet, jeweler's saw, blades, files, rubber cement, chemicals to create patina.

21st Century Themes and Skills: Communication and collaboration, Creativity and innovation, Critical Thinking and problem solving, Life and Career Skills

Differentiation/Modifications: Added time to complete assignments, Independent research and projects, Modified expectations for task completion, Pairing oral instructions with visuals, Project-based learning,



Repeat directions as needed.

Integration of Technology: Google Classroom, online access for image research, Pinterest boards, technical videos, Aurasma app for smart phones for augmented reality