



Garfield Middle School

Aligned to the 2020 New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Curriculum Pacing Guide grade 6

Marking Period 1

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Ceramics	2
Realistic Drawing	2
Printing	1

Marking Period 2

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Sculpture/Ceramics	2
Realistic Drawing	2
Printing	1

Marking Period 3

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Sculpture/Ceramics	2
Realistic Drawing	2
Printing	1

Marking Period 4

Topic	Number of Weeks
Elements of Art & Principles of Design	1
Abstract Drawing	2
Painting	2
Sculpture/Ceramics	2
Realistic Drawing	2
Printing	1



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Unit Overview

Content Area: Art

Unit Title: Elements of Art & Principles of Design

Target Course/Grade Level: 6

Duration: 1 Week

Description

During this unit of study, students will review the basic elements of art and the principles of design. Specifically, students will identify the key terms that are the foundation for the multitude of topics throughout the year. Finally, students will begin to understand the principles of design.

Enduring Understandings

Understandings

- For students to create a product, they must free-think and gather their thoughts.
- Practice working with a variety of drawing media pencils, markers, and ink.
- Good design and strong composition transcend all media.
- Art is the common thread that ties together all other disciplines.

Learning Targets

New Jersey Student Learning Standards (2020)

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the process in traditional or new media.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

NJSLS ELA

SL.6.5; RI.6.7.

NJSLS Math

8.G.1a

8.G.1b

8.G.1c

8.G.2

8.G.3

4.G.3

NJSLS Computer Science and Design Thinking

8.1.8.DA.1; 8.1.8.CS.1

NJSLS Career Readiness, Life Literacies, and Key Skills

9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2

Career Readiness Practices/21st Century Themes & Skills

- Act as a responsible and contributing community member & employee
- Consider the environment, social and economic impact of decisions
- Work productively in teams while using cultural/global competence

SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills



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Essential Questions

- What is: line, color, shape, texture, space, unity, variety, and pattern?
- Why is understanding the elements of art and principles of design important to all art processes?
- How do design elements and principles help us create art?
- How do artists use proportion to create realistic or exaggerated art?
- How do design elements and principles help create composition that communicates/expresses emotion?
- What is the illusion of three-dimensional piece?
- What is realistic/abstract art?
- What is foreground, middle ground, and background in art?

Student Learning Objectives

Students will ...

- Recognize and define the elements of art.
- Recognize and define the principles of design.
- Identify and interpret the definitions of basic terms in art.
- Use variety of line and mark techniques in two-dimensional works.
- Explore the expressive effect of mark making with variety of mixed media.
- Create original artwork.

Suggested Activities

The following activities can be incorporated into the daily lessons:

Escher Tessellations (repetition, movement) **DEI**

Beyond the Border (emphasis)

Zentangle Designs (line, movement, shape, texture)

The Great Wave by Hokusai (scale and proportion, color) **DEI**

One point perspective (space)

Mondrian Design (unity) **DEI**

Notan design (positive and negative space.) **DEI**

Symmetrical Radial Design (balance)

Element of art project (divide one subject into seven sections. In each section illustrate each of the elements of art using a variety of materials.)

Materials

- Leveled texts
- Digital programs
- Posters, visual aides

Assessments

- Elements of art Benchmark
- Daily Drawings
- Peer Critique



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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think aloud	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read aloud	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling



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Unit Overview

Content Area: Art

Unit Title: Abstract Drawing

Target Course/Grade Level: 6

Duration: 2 weeks

Description

Students use various lines and shapes to create rhythm, balance, and space in an abstract work.

Enduring Understandings

Understandings

- Abstract art acts as a point of view for an artist to help establish your voice, express emotion, and develop your artistic style through the creative process.
- It is important to understand the elements of art and principles of design because those are the tools that help create all artwork.
- Rhythm and pattern through line, shape and color, create an abstract piece.
- Abstract art is also known as non-objective art.

Learning Targets

New Jersey Student Learning Standards (2020)

- 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8. Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

[NJSLs Math](#)

5.G.3b

[NJSLs ELA](#)

SL.6.5; RI.6.7.

[NJSLs Computer Science and Design Thinking](#)

8.1.8.DA.1; 8.1.8.CS.1

[NJSLs Career Readiness, Life Literacies, and Key Skills](#)

9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2

[Career Readiness Practices/21st Century Themes & Skills](#)

-Act as a responsible and contributing community member & employee

-Consider the environment, social and economic impact of decisions

-Work productively in teams while using cultural/global competence

[SEL Competencies](#)

Self-awareness, self-management, responsible decision making,

social awareness, and relationship skills

SL.6.5; RI.6.7.

[NJSLs Computer Science and Design Thinking](#)

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SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills

Essential Questions

- Why is understanding the elements of art and principles of design important to all art processes?
- How can you use rhythm and pattern to create abstract art?
- How does abstract art help support the creative process?

Student Learning Objectives

Students will ...

- Engage in a discussion about various abstract art pieces as well as the artist behind the art creation.
- Students will critique art based on quality, subject matter, and purpose.
- Describe, analyze, interpret, and judge their work.
- Create an abstract art that reflects the principles of design and incorporates rhythm, pattern through line, shape, color, balance, and space.
-

Suggested Activities

The following activities can be incorporated into the daily lessons:

Power point presentation on abstract art by Wassily Kandinsky and class led discussion to help students analyze and identify the principles of design and elements of art used by the artist.

Abstractionism with google drawing.

Kandinsky's circles (oil pastels, crayons) **DEI**

Abstract design (watercolor, tempera)

Piet Mondrian, Composition with Yellow, Blue, and Red **DEI**

Roy Lichtenstein, Bull Series (to help students identify images that have departed and became abstract)

Materials

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Markers
- Rulers
- Compass
- Watercolor
- Photographs of Abstract art

Assessments

Formative & Summative:

- Drawing Benchmark
- Drawing Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project- based on incorporating rhythm and pattern through line, shape and color, balance, and space to create a unique abstract art.
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique



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Unit Overview

Content Area: Art

Unit Title: Painting

Target Course/Grade Level: 6

Duration: 2 weeks

Description

Color theory is important to a painting unit because it teaches the importance of knowing the color wheel and color schemes. During this unit, students will use paint and brushes to demonstrate the knowledge of harmony, color, line, texture, value, and proportion as well understand and demonstrate a variety of painting styles and brushstrokes such as brush drawing and wet-on-dry and wet-on-wet techniques.

Enduring Understandings

Understandings

- Color theory is important to a painting unit because it teaches the importance of knowing the color wheel and color schemes.
- Mixing primary colors to obtain secondary colors helps you understand why some colors work together and others don't.
- Value adds dimension to painting by properly using shading and highlights within the painting to create the illusion of space/dimension.
- Proper care for painting tools such as brushes, palettes and paint by carefully cleaning the supplies. Brushes need to be cleaned with cool water and dried bristles up in the correct shape. Palettes should be completely wiped down with water and then dried before stacking. Paint should be properly stored.
- Unity is important in painting because it gives a sense of oneness to a visual image.

Learning Targets

New Jersey Student Learning Standards (2020)

- 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8. Cr2c: Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

NJSLS ELA
SL.6.5; RI.6.7.

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9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2

Career Readiness Practices/21st Century Themes & Skills

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SEL Competencies

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between personal and established criteria for evaluation artwork.

- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Essential Questions

Guiding questions will be based on students analyzing pieces by a particular artist:

- What type of art did he/she create?
- Why is color theory important to a painting unit?
- What key elements are noticeable in these pictures?
- How are the Principles of Design used to control the elements?
- How does his/her work make you feel?
- Why is it important to have unity in painting?
- Why is having basic drawing skills important to develop before painting?
- How does value add dimension to a painting?
- How do you properly care for painting tools such as brushes, palette, and paint?

Student Learning Objectives

Students will ...

- Complete a color theory worksheet using only primary colors to fill in the entire worksheet in order to experiment with color blending.
- Describe, analyze, interpret, and judge their work.
- Use paint and brushes to demonstrate knowledge of harmony, color, line, texture, value and proportion.
- Identify and apply color schemes to their painting.
- Sketch a design that will be most successful for their final project.
- Draw the design to the best of their ability before beginning the painting process.
- Research an artist whose works evoke a feeling of appreciation in order to develop awareness of different types of art paintings.
- Evaluate a painting of an artist researched.
- Research and develop their own painting design according to the project directions and expectations.
- Create different rough drafts/ideas during the research phase before selecting a final idea/concept.
-

Suggested Activities

The following activities can be incorporated into the daily lessons:

Color Theory: using only primary colors to help students develop the skill of mixing colors.

Color wheel using watercolors to create secondary colors, hues, and shades.

Prasun Balasubramaniam Mandala (watercolor) **DEI**

Candy Still Life Painting Project- acrylics

Birch trees- watercolor

Georgia O'Keefe flowers

Sunset road (one perspective)



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Hokusai Ocean Wave (Scale and proportion, color) **AAP|**

Salt, Glue, and Watercolor paint process activity

Black glue Rose art (watercolor and black glue)

Dennis Wojtkiewicz, Cross-section of a fruit (watercolor) **DE|**

Art Rocks- Gems and Crystals (watercolor)

Materials

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Acrylic paint
- Rulers
- Compass
- Watercolor
- Computers
- Introducing Art Textbook
- Works of Georgia O'Keefe, Frida Kahlo, Claude Monet, Salvador Dali, Andy Warhol, etc...

Assessments

Formative & Summative

- Graphic Arts Benchmark
- Painting Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Projects based on painting techniques
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
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Unit Overview

Content Area: Art

Unit Title: Sculpture/Ceramics

Target Course/Grade Level: 6

Duration: 2 weeks

Description

During this unit of study, students will be introduced to sculpting through ceramics. Students will critique sculptures from various artists and determine how each artist used specific techniques to create their pieces. Students will use clay and tools and demonstrate knowledge of clay building techniques such as score, slip, seal, hollowing, wedging, form, actual texture, and proportion. Students will then create a three-dimensional piece using these techniques.

Enduring Understandings

Understandings

- Artwork can evoke different emotions on a viewer and allow for the internalization of the artist's meaning.
- It is important to wedge clay before building to make sure that all air bubbles have been removed to prevent clay explosion in the kiln.
- A hollow form will allow for clay to dry properly.
- For clay pieces to stay connected, scoring, slipping and sealing the pieces ensure a proper connection.
- Proportion is a necessary principle of design when creating a balanced and stable sculpture.
- Textures can be created by pressing any object onto the surface of the clay.
- Creating sculptures adds a new dimension to examples of art.
- Balance, gravity, and stability affect the choices an artist must make in creating a piece of sculpture.
- People can interpret the meaning of an artist in various ways when examining a particular piece.

Learning Targets

New Jersey Student Learning Standards (2020)

- 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8. Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
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- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use

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SL.6.5; RI.6.7.

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G.GMD.B.4; G.MG.A.1; G.MG.A.3

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8.1.8.DA.1; 8.1.8.CS.1

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9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2

Career Readiness Practices/21st Century Themes & Skills

- Act as a responsible and contributing community member & employee
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SEL Competencies



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of evolving technology. Evaluate a collection or presentation based on this criterion.

- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills

Essential Questions

- What is sculpture and relief sculpture?
- What are the differences between high and low relief?
- What is an expression in relief sculpture?
- Why is it important to wedge clay before building it with clay?
- How can you show texture in clay?
- Why is it important to have a hollow form?
- Why is it important to score, slip, and seal when combining two pieces of clay?
- How can you use a proportion to make sure your sculpture design is steady?

Guiding questions will be based on students analyzing pieces by a particular artist:

- How did the artist express emotion?
- How does the piece make you feel?
- Are you able to see the difference between high and low relief?

Student Learning Objectives

Students will ...

- Recognize and define the elements of art and principles of design utilizing relief and freestanding sculpture.
- Create a three-dimensional form using the elements of art and principles of design.
- Describe, analyze, interpret and judge their work.
- Compare and contrast how different sculptures were created.
- Engage in various discussions and practice various clay application techniques prior to the actual sculpture creation.
- Determine the ways in which the slab technique and incising into clay will be used to create sculptures.
- Research and design various ideas of clay design.
- Self-assess their sculpture design.
- Critique and analyze their sculpture design.



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Suggested Activities

The following activities can be incorporated into the daily lessons:

Cakes by Wayne Thiebaud

Monami Ohno, Cardboard tube relief AAPI, Climate Change-recycling

Tinfoil sculpture

Gesture sculptures of George Segal

Materials:

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Markers
- Rulers
- Compass
- Pastels
- Foil
- Wire
- Cups
- Introducing Art Textbook

Assessments

Formative & Summative:

- Sculpture Benchmark
- Sculpture Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project based on three-dimensional design
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique

Modifications

English Language Learners

Special Education

At-Risk

Gifted and Talented

504



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Unit Overview

Content Area: Art

Unit Title: Realistic Drawing

Target Course/Grade Level: 6

Duration: 2 weeks

Description

Students will use value in color and pencil to create realism in their drawings. They will use the grid technique to accurately draw their design before beginning to add value. With the grid technique and value, the drawing will show balance, proportion, and harmony.

Enduring Understandings

Understandings

- Contour line defines a form or an edge and dramatic changes to a plane.
- Value creates the illusion of an object having a dimension.
- Value creates darkness and lightness of an image being recreated.
- A grid is used to break down a complicated image into smaller, more manageable sections.
- The grid method allows for an accurate image portrayal.
- Harmony and balance in a composition create an equal distribution of weight allowing for a composition to be whole.

Learning Targets

New Jersey Student Learning Standards (2020)

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Career Readiness Practices/21st Century Themes & Skills

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SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness and relationship skills

Essential Questions

- How do you create a contour line?
- How do you apply value to create the illusion of form?
- How does the application of value establish contrast?
- How do you use grid to create accurate image portrayal?
- Why is harmony and balance important in a composition?

Guiding questions will be based on students analyzing pieces by a particular artist:

- How did the artist express emotion?
- How does a particular piece make you feel?
- Is there harmony and balance in your drawing?
- Did the effective use of value create shadows and highlights in your drawing?

Student Learning Objectives

Students will ...

- Engage in a demonstration and practice of contour line drawing.
- Apply various contour drawing types such as blind, continuous, and regular.
- Apply regular contour drawing when using the grid method to accurately recreate the proportions.
- Trace their contours onto a blank piece of paper to conceal the grid.
- Engage in a demonstration and practice of creating a grid.
- Discuss why the grid method is helpful when creating accurate proportions.
- Research a realistic image of an animal, with great focus on animal's eyes, and determine which image will allow for a successful recreation using the grid method.



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- Create a realistic drawing using the grid method by applying the elements of art and principles of design such as contrast, proportion, value, balance, shape, color, texture, and line.
- Self-assess their sculpture design.
- Critique and analyze their sculpture design.
-

Suggested Activities / Materials/ Assessments

The following activities can be incorporated into the daily lessons:

Practice of recreating a simple image using the grid method.

Chuck close grid drawing self-portrait.

Four views- animal art

Animal eyes –grid drawing

Materials:

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencil
- Blending stumps/Tortillons
- Rulers
- Pastels
- Colored pencils
- Introducing Art Textbook

Assessments:

Formative & Summative

- Sculpture Benchmark
- Grid drawing Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project based grid drawing design
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique



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Unit Overview

Content Area: Art

Unit Title: Printing

Target Course/Grade Level: 6

Duration: 1 week

Description

During this unit of study, students will be introduced to printmaking. Students will explore monoprints, collagraphs, as well as Styrofoam printmaking. Students will experiment with the printmaking process using variety of ink colors.

Enduring Understandings

Understandings

- It is important to care for printmaking tools through washing and careful storage of supplies.
- Radial balance could be achieved through rotation of prints around a central point.
- Cutting away from a hand and body, keeping fingers behind the blade are important to safe printmaking.

Learning Targets

New Jersey Student Learning Standards (2020)

- New Jersey Student Learning Standards (2020)
- 1.5.8. Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8. Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages of ideas and mood conveyed.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices

Competencies

[NJSLs ELA](#)
SL.6.5; RI.6.7.

[NJSLs Math](#)

4.G.3

[NJSLs Computer Science and Design Thinking](#)

8.1.8.DA.1; 8.1.8.CS.1

[NJSLs Career Readiness, Life Literacies, and Key Skills](#)

9.4.8.GCA.2; 9.4.8.IML.4; 9.2.8.CAP.4; 9.1.8.CR.2

[Career Readiness Practices/21st Century Themes & Skills](#)

-Act as a responsible and contributing community member & employee

-Consider the environment, social and economic impact of decisions

-Work productively in teams while using cultural/global competence

[SEL Competencies](#)

Self-awareness, self-management, responsible decision making, social awareness

and relationship skills

Essential Questions

- How do you properly care for printmaking tools, such as ink, brayers, and palettes?
- What is a relief print?
- What is an intaglio print?
- How is a planographic technique achieved in printmaking?
- How do you achieve radial balance through printmaking?

Guiding questions will be based on students analyzing pieces by a particular artist:

- How did the artist express emotion?
- How does the piece make you feel?
- What is the difference between relief and intaglio prints?

Student Learning Objectives

Students will ...

- Engage in various discussions and demonstrations in preparations to work with printmaking.
- Apply the discussions and demonstrations on printmaking procedures in the classroom as well as the proper use of printmaking tools.
- Research various images of relief and intaglio prints.
- Research and develop their own printmaking design based on the expectations outlined in class.
- Sketch various design ideas before deciding on one design prior to printmaking.
- Create an intricate print design based on individual research.
- Self-assess their sculpture design.
- Critique and analyze their sculpture design.



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Suggested Activities

The following activities can be incorporated into the daily lessons:

Monoprint portrait
Plastic bag printmaking
Symmetrical collagraph print
Styrofoam fabric printmaking
Wood and string stamp prints

Materials:

- Leveled texts
- Digital programs
- Posters, visual aides
- Paper
- Pencils
- Markers
- Rulers
- Brayer
- Wet erase markers
- Foil
- String
- Glue
- Spray bottle
- Ink jet printer Transparency paper
- Styrofoam
- Silicone contour shapers
- Introducing Art Textbook

Assessments:

Formative & Summative

- Sculpture Benchmark
- Print Performance tasks (teacher observation of student(s) carrying out step by step numbered directions)
- Project based on printmaking design
- Discussions (questions, teacher listens to group discussion, teacher/student conferences)
- Student self-assessments (thumbs up/thumbs down/thumbs sideways)
- Peer Critique



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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling