

Bedminster Township School

Subject Area: Art

Grade Level: 5

Dates: 2.5 Month (s) Pacing Guide: Time Frame 2-3 days per unit

(students on 6 day cycle)

(see lessons for each grade level below)

Overview - Colors Warm and Cool

In this/these unit(s), students will better understand **warm and cool colors** through drawing and other art forms.

Unit Rationale:

Students need to learn what warm and cool colors are and how to recognize and use them properly in art. This information is helpful for students to learn since it familiarizes them with names associated with different colors. Warm and cool colors can impact emotions and expressions as well as enhance their visual perception.. Knowing the names and looks of colors is necessary in learning how to view the world and how they live. This knowledge gives perspective to everything from knowing what to wear each day to becoming an artist in the future.

Essential Questions / Enduring Understandings

Essential Questions

- What are the warm (red, orange, yellow) and cool (blue, green, purple) colors?
- How do you know they are warm and cool colors?
- What role do warm and cool colors play?
- Why are they called warm and cool colors?

Enduring Understandings

- Students will understand certain colors on the color wheel and their classification of warm and cool
- Students will understand why they are considered warm and cool colors
- Students will understand when warm and cool colors are used
- Students will learn to experiment and explore creatively with warm and cool colors
- Students will have the opportunity to investigate and make connections between colors
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the relationship between a sketch and brainstorming ideas for their final product
- Identify and name colors
- Visually distinguish between colors
- Understand that they can choose the emotion or mood of their choice through colors
- Evoke feelings and sensations associated with warm and cool colors
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they identify warm and cool colors and explain it to a peer?

Benchmark: use and explain warm and cool colors before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional variations with warm and cool colors

Self-Evaluation: share what you are proud of or learned that you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom books
- Online resources: [Warm and Cool Colors video 7:09](#)
- MLL warm color, cool color: Spanish “color cálido, color frío”
- MLL warm color, cool color: French “couleur chaude, couleur froide”

Lesson: Colors - Warm and Cool

Unit: Warm vs cool colors

Lesson: Personality Spiral

Pacing guide: 4-5 classes (40-minute classes)

Objective: Learn the warm and cool colors while incorporating line, design, space, and symmetry

SEL and DEI Integration are underlying themes in various lessons throughout the school year. For example, the lesson titled, “Personality Spiral” lets students explore who they are by coming up with words that represent who they are and what they want others to know about them.

Pacing Guide: 2-3 classes

Content, Skills, and/or Resources/Materials:

8x10 white paper, pencil, eraser, markers, and colored pencils

Procedure:

- Mark the center of your paper with a pencil point.
- Starting from the center make 8 spirals to the edge of the paper.

(It’s easier to make the spirals if you turn the paper as you draw)

- In each spiral using bubble or block letters write one word that represents who you are.

(start from the center of the spiral and write outward to the edge of the paper)

- Fill in with warm colors(red, yellow, orange, and pink)
- Then draw bullseye circles from the center of your paper to the edge and make sure not to cross into the spirals.
- Color these bull's eyes with cool colors- blue, green, and purple.

Vocabulary: warm and cool colors, design, line, form, symmetry, space

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on

coordinating elements into a comprehensive media artwork.

Visual Arts Standards:

● **1.5 Visual Arts Standards** Performance Expectations:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve problems during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in-person experiences about concepts and topics.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

NJSLS - English Language Arts

Writing across content areas: Art Topics Bank by Grade Level

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use of words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Art History

In this/these unit(s), students will better understand and explore **art history** closely through drawing and other art forms. Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills. Students will explore Pop Art and Comic Style Art.

Unit Rationale:

Students will learn that cubism is a style of painting that involves objects from many angles of broken-down objects into basic geometric shapes. Examples of cubist-style artists will be discussed.

Essential Questions / Enduring Understandings

Essential Questions

- What is art history?
- How can history be similar and different?
- How do you art history to a friend?

Enduring Understandings

- Students will understand and appreciate different styles and techniques used in art
- Students will learn that artists have different styles
- Students may make connections with artists and classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand how various objects are used in different types of art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain art history, pop art, comic style art? What connections can they make with art history and the world around them?

Benchmark: use and explain art history before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional components learned about art history or other world connections

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book

Lesson: Art History - Pop Art with Warhol

Unit 2: Art History, Pop Art

Lesson: Andy Warhol

Pacing guide: 4-5 classes (40 minutes each)

Objective: Learn about the POP ARTIST revolution and the artist's best-known style. Create works of art like the originators did.

Content, Skills, and/or Resources/Materials: Video www.mykidsart.com Andy Warhol and https://www.youtube.com/watch?v=kZTsbJcr9VI&feature=iv&src_vid=ulZ64VDhwXM&annotation_id=annotation_51892 , white paper, colored pencils, tracing light boxes or tracing paper, eraser and regular pencil

Procedure:

- Show a video on Andy Warhol to class- ask them to pay attention as you will ask them questions at the end.
- Pause when it shows how much money one painting is worth and discuss what they think about the price, do they like it or dislike the image? What makes it unique or special?
- Finish watching the video and ask these questions- “ what does pop art mean?” What made his work different? How did he first get into art and why commercial art?
- What’s with all the reproduction pieces like they were printed in a factory? What is the difference between a job and a career as an artist?
- Discuss items you may see every day or something “popular” and have each student draw that object. Fold white 9x11 paper into 4 boxes and repeat the drawing once in each box- Using the lightbox or tracing paper can help retrace the image exactly.
- Showing the image again of the duplicate picture in several boxes emphasizes how each image, although looks the same, has different colors.
- Each box should show the image with different colors, even the background.
- Display when finished.

Vocabulary: trace, emphasis, career, space, line, contrast, balance, pop art, popular

MLL Spanish:

MLL French:

Lesson: Art History - More Pop Art with Warhol

Lesson: Andy Warhol Part 2; Soup Can

Objective: Learn Pop Art history and create one of Andy Warhol’s works of art.

Pacing guide: 2 classes 40 min each

Content, Skills, and/or Resources/Materials: Book on the artist, pictures, computer, white small canvases, paint, pencil, and markers(red, black, and yellow)

Procedure:

1. Read the book to the class on the life of Andy Warhol and watch the review and the video discussion..
2. Answer questions the class may have about Andy Warhol's work.
3. On the large screen pull up the image of Campbell's soup can.
4. Ask students to draw the soup can to fit the size of the canvas.
5. Draw lightly with a pencil and trace over with colored markers.
6. Write Andy Warhol on top and their name on the back.

Vocabulary: Pop Art, screen print, silkscreen, line, design, space

MLL Spanish:

MLL French:

Lesson: Art History - Pop Art with Lichtenstein

Unit: Art History

Lesson: Roy Lichtenstein

Pacing guide: 1 week (40 min classes each)

Objective: Learn art history and the style of Pop Art

Content, Skills, and/or Resources/Materials: Computer, projector, screen or smart board, white paper, copies of portraits one for each student, black markers, various colored thin markers, paper clip, glue, pencil, wooden stick (popsicle) and construction paper for the background.

Procedure:

- Show the work of artist Roy Lichtenstein on the big screen and discuss his background. Have students compare his work to another artist they had just learned and see if they see similarities (they should be referencing Pop art artist Andy Warhol). How is their work similar and yet different?
- Ask students to pick out a photocopy image they want to recreate (these images should be ready for the students to use).
- Tell the class to now look at the photocopy image and back again at Lichtenstein's images. Explain they will be tracing parts of the image that stand out. Once the image is traced make sure they added lines following their hair and anything else they may have left out. The darker they trace the image the better it will appear in the next part of the lesson.
- Place white 8x10 paper on top of the photocopy image carefully so as not to smudge the lines they just drew.
- With the popsicle stick rubbing over the lines they see coming through from under the paper. Rub over each spot carefully and a few times so the graphite appears on the white paper.
- Pull the paper away and see the revealed image.
- Now trace the new lines with a black marker carefully. (do not use sketchy lines, only confident lines.)
- Add solid color to parts of the image like hair and eyes but add the circles all the same size in the other sections such as clothes and other objects that may be shown.
- Try to make the dots, and circles the same size.
- Cut to size, add a color background and bubble of what the person might be thinking like a cartoon, trace the bubble with Sharpie, glue to colored construction paper, and display.

Vocabulary: pop art, line, form, design, trace, color

MLL Spanish: arte pop, línea, formar, diseño, rastro, color

MLL French: pop art, ligne, forme, conception, trace, couleur

Lesson: Art History - Collage with Picasso

Unit: Art History

Lesson: Picasso

Pacing guide : 3 (40 minute classes)

Objective: Picasso was one of the first artists to use collage in his work. Students will create a collage profile and straight-face image in Picasso's style.

Content, Skills, and/or Resources/Materials: completed assignment on display, cardboard, construction paper crayons, scissors, glue, newsprint, skin color paper, and doc camera to show images of Picasso's work along with his biography

Procedure:

- Strip pieces of cardboard so it looks distressed
- Cut out an oval shape using a stencil on construction paper along with two ear shapes.
- using profile stencil trace image onto newsprint.
- Glue down head to cardboard
- Using construction paper crayons draw the profile face and the straight face. Uses various colors to make it interesting
- Add the neck and top of the shirt along with the hair.
- Last sign the name Picasso at the bottom and your name on the back of the cardboard.

Vocabulary: distressed, profile, trace, Picasso, cubism, style, form, space, line

MLL Spanish: angustiado, perfil, rastro, Picasso, cubismo, estilo, forma, espacio, línea

MLL French: affligé, profil, trace, Picasso, cubisme, style, forme, espace, ligne

Lesson: Art History - Comic Style Art

Unit: Art History Comic style art /(Pop Art)

Lesson: SuperHero /Stan Lee

Pacing guide: 1 week (40 minute classes)

Objective: Students create their superheroes while learning to work as a team. Writing, language arts, and math are also incorporated in this lesson.

Content, Skills, and/or Resources/Materials: Pictures of Super Heroes, superhero male and female template, colored pencils, glitter, pencil, ruler, eraser, pop-up dots, and 9x12 and 11x14 white blank papers.

Procedures: Students study the looks of different superheroes and what makes them different and special.

Watch video first: <https://www.youtube.com/watch?v=LqQAWDSI7JI>

* Go onto the website: **Superhero Name Generator** and type in your name along with Male or Female

This website will generate a superhero just for you.

*Design a superhero based on your information

* What superpowers do you have?

* Where are you?

* What color is your costume and what is your symbol?

* Use the body templates Provided to help you design your superhero body or draw one of your own

* You may use technology to design your character as well.

<https://charactercreator.org/#>, <https://www.marvelhq.com/create-your-own-super-hero>

Add full details and color

*Design the outfit for the character. What color scheme? Shapes, accessories? Write on the side of the paper.

* Who does this character help? Write on the side.

* Color in superheroes paying very close attention to detail.

* On blank white paper design a background for our superhero to be in.

* Color in the background.

* Cut out the superhero and place 2 puff dots on the back – one on the neck area and one by the legs.

* Display for critique

Vocabulary: create, form, detail, organize, space, shape, complementary, secondary colors, superhero, character, color scheme, background

MLL Spanish: crear, formar, detalle, organizar, espacio, forma, complementario, colores secundarios, superhéroe, personaje, combinación de colores, fondo

MLL French: créer, forme, détail, organiser, espace, complémentaire, couleurs secondaires, super héros, personnage, jeu de couleurs, arrière-plan

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts Standards:

● 1.2 Media Arts Standards

1.2.5.Re8a: Determine, explain, and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intentions, and context.

1.2.5.Re9a: Develop and apply specific criteria to evaluate media artworks and production processes with developed criteria, considering context and artistic goals.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

1.2 Media Arts Standards for Lesson on More Pop Art with Warhol

1.2.5.Re8a: Determine, explain, and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intentions, and context.

1.2.5.Re9a: Develop and apply specific criteria to evaluate media artworks and production processes with developed criteria, considering context and artistic goals.

Additional Arts Standards for Lesson on Comic Style Art

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr1d, Cr2a: Collaboratively form ideas, plans, and models to prepare for media artwork.

1.2.5.Cr1e, Cr2b: Model ideas and plans in an effective direction.

1.2.5.Cr1f, Cr2c: Brainstorm goals and plans for a media art audience

1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.2.5.Pr4c: Create media artworks through the integration of multiple contents and forms.

1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.

1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

1.2.5.Re7a: Identify, describe, explain, and differentiate how messages and meaning are created by components in media artworks.

1.2.5.Cn10a: Use, examine, and access internal and external resources to create media artworks, such as interests, knowledge, and experiences.

1.2.5.Cn11a: Identify, explain, research, and show how media artworks and ideas relate to personal, social, and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

1.2.5.Cn11b: Examine, discuss, and interact appropriately with media arts tools and environments, considering safety, ethics, and rules.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., schools, community agencies, government, online) that can aid in solving the problem.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Balance: Symmetry

In this/these unit(s), students will better understand and explore **symmetry** through drawing and other art forms.

Unit Rationale:

Students will explore the technique that creates balance in art. Symmetry and asymmetrical balance will be discussed

Essential Questions / Enduring Understandings

Essential Questions

- What does symmetry mean?
- What does it mean to have symmetry and asymmetry in art?
- How do you define symmetry and asymmetry to a friend?

Enduring Understandings

- Students will deepen their understanding of symmetry
- Students will learn to see the patterns of identical parts
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork and other subject areas where symmetry is common

Skills / Knowledge Objectives

- Understand that symmetry is identical parts on opposing sides
- Identify and name repeating patterns
- Understand that they can find symmetry in almost all areas of life, including nature and math
- Enhance their communication and collaboration skills when conversing about symmetry
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe symmetry?

Benchmark: use and explain symmetry and design before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, and explain what symmetry and design are by breaking down the components

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom books or online resources
- Online resources: [Symmetry Video](#) 4:47

- MLL symmetry: Spanish “simetría”
- MLL symmetry: French “symétrie”

Lesson: Symmetry

Unit: Rotational Symmetry/Symmetry

Lesson: Playing card

Pacing guide: 3-4 classes (40 minutes each)

Objective: Incorporate Mathematics into the art lesson for cross-curriculum learning

Content, Skills, and/or Resources/Materials: 12x18 paper, deck of playing cards, photocopies of jokers, queens, kings, Prince and Princesses., pencils, markers, ruler, and eraser.

Procedure:

- Show examples of a final project and a real deck of cards. Explain how the symbol and letter are in opposite corners explaining that the image is rotated from top to bottom
- Have students choose an image they want to use
- Make a one-inch border around the entire paper in pencil
- Trace the image chosen with the lightbox or if the copy is dark enough then place it under the white paper and follow the lines
- Once one side is complete, rotate it to attach the image
- Choose the letter associated with the King, Queen etc or write the word JOKER
- Use markers and color the same from one side to the other. Outline in black thin marker and display

Vocabulary: symmetry, rotational symmetry, identical, line, space

MLL Spanish: simetría, simetría rotacional, idéntica, línea, espacio

MLL French:symétrie, symétrie de rotation, identique, ligne, espace

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts Standards:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Math Standards

Mathematical Practices

1. Make sense of problems and persevere in solving them.
 2. Reason abstractly and quantitatively.
 4. Model with mathematics.
 5. Use appropriate tools strategically.
 6. Attend to precision.
 7. Look for and make use of structure.
 8. Look for and express regularity in repeated reasoning
- 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Op Art - Optical Illusion

In this/these unit(s), students will better understand and explore **optical illusion** through drawing and other art forms.

Unit Rationale:

Students will explore and understand that combining images can enhance logical thinking and visual interpretation. Experimenting with abstract geometric shapes and patterns opens up an opportunity for students to stimulate their senses.

Essential Questions / Enduring Understandings

Essential Questions

- What does optical illusion mean?
- What examples of optical illusion can be explained in art?
- How do you define creating optical illusions to a friend?

Enduring Understandings

- Students will deepen their understanding of editing and manipulating shapes and images
- Students will learn to design patterns that create optical illusions
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork and in other subject areas

Skills / Knowledge Objectives

- Understand that optical illusions are processed in the brain
- Identify and name types of optical illusions
- Understand that they will process information that creates a perception of an optical illusion
- Enhance their communication and collaboration skills when conversing about illusion
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe optical illusion?

Benchmark: use and explain optical illusion before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, and explain what optical illusion is by breaking down the components

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom books or online resources: Bridget Riley, M.C. Escher Collection
- Online resources: M.C. Escher Dutch Artist Video 4:20, All About Bridget Riley 1:05
- MLL optical illusion, op art: Spanish “ilusión óptica, op art”
- MLL optical illusion, op art: French “illusion d'optique, op art”

Lesson: Line / Optical Illusion

Unit: Line / Optical Illusion Art

Lesson: Op art Squiggle Artists (artists: M. C Escher and Bridget Riley)

Objective: Cross-curricular unit creating an optical illusion made of lines and patterns. Learn about two optical illusion artists, M.C. Escher and Bridget Riley.

Content, Skills, and/or Resources/Materials: Images of M.C Escher and Bridget Riley, White 8x10 white paper, colored pencils, pencil, and eraser <https://www.youtube.com/watch?v=PKByTBXbekI>

Procedure:

1. Compare the artists **Bridget Riley And M.C Escher (show examples of their work)**
2. Start by drawing a curved line across the paper like a roller coaster. Add 8 dots on the line spread out.
3. Start connecting the dots with bumps. The dots close to the edge will go off the paper
4. The lines will eventually go off the top and bottom of the paper. fill the entire paper
5. Pick 3 colors that go together- press hard in the corners, as you get near the middle of each bump get lighter and lighter. Color in a curve, not up and down

Vocabulary: optical illusion, op art, shade, line, shape, space, value, patterns

MLL Spanish: ilusión óptica, op art, sombras, líneas, formas, espacio, valor, patrones

MLL French: illusion d'optique, op art, ombre, ligne, forme, espace, valeur, motifs

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts Standards:

1.2 Media Arts Standards

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.

1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.2.5.Pr4c: Create media artworks through the integration of multiple contents and forms.

1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

1.2.5.Cn11a: Identify, explain, research, and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

1.2.5.Cn11b: Examine, discuss, and interact appropriately with media arts tools and environments, considering safety, ethics, rules.

Visual arts Standards:

1.5 Visual Arts Standards Performance Expectations:

● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.

● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.

● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

● 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Pr5a: Prepare and present artwork safely and effectively

● 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in-person experiences about concepts and topics.

● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

● 1.5.5.Re7b: Analyze visual arts including cultural associations.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., schools, community agencies, government, online) that can aid in solving the problem.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Culture - Egypt (multicultural)

In this/these unit(s), students will better understand and explore **culture** through drawing and other art forms.

Unit Rationale:

Students will explore multicultures to broaden the experiences that students receive in their education. Studying other cultures and ancient civilizations influenced the world around everyone. Students can openly explore art and its contributions to society.

Essential Questions / Enduring Understandings

Essential Questions

- What does it mean when we explore Egyptian art?
- What does it mean to explore hieroglyphics and symbols in art?
- How do you define Egyptian art to a friend?

Enduring Understandings

- Students will deepen their understanding of reading and writing from ancient civilization
- Students will learn to see the patterns and symbols and the role they played
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork and in other subject areas

Skills / Knowledge Objectives

- Understand that ancient art preserves ancient culture that shaped how we speak, write and read
- Identify and name parts of the ancient art and period in time
- Understand that they can find art in almost all areas of life, including nature and math
- Enhance their communication and collaboration skills when conversing about ancient art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe Egyptian art?

Benchmark: use and explain symbols of ancient art and design before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, and explain what ancient art is by breaking down the components

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom books or online resources: [Art History for Kids 2:40](#)
- Online resources: [Egyptian art for kids 8:52](#)
- MLL Egyptian art: Spanish “arte egipcio”
- MLL Egyptian art: French “Art égyptien”

Lesson: Culture - Egyptian Art

Unit: (Multicultural Month)

Lesson: Egyptian Art

Pacing guide: 3-4 (40 minute classes)

Objective: Students will get a better understanding of Hieroglyphics and how to write their names with symbols. They will learn the History of Art as well as take a look at pharos, Cleopatra, and the use of gold.

Content, Skills, and/or Resources/Materials: Hieroglyphics worksheet, step-by-step copy of how to draw Cleopatra or King Tut, brown paint or coffee grinds, paintbrush, a container for water, white 4x10 paper, pencil, black marker, metal colored paints, and watercolor paint palette.

Procedure:

- Show images of what Hieroglyphics looked like and what they could have meant. Discuss with the class that they will be writing their name in this form going down the paper.
- Trace the symbols with black or dark brown crayons
- Crumple paper into a ball and reopen
- If using paint- put water in brown watercolor paint - using an eyedropper soak some up from the paint and drop it on the paper
- Use the paintbrush to spread across the paper but don't flatten the creases.
- If creases flatten too much re-crumple paper.
- Carefully rip all edges of the paper so it now looks old and weathered.
- If using coffee grinds soak them in water and pour over paper- spread with the brush- allow to dry
- Then show the finished King Tut or Cleopatra's image
- Have students pick either one according to their gender.
- Follow the steps to create the image to fill the watercolor 8x10 paper
- Trace with permanent marker
- Paint staying in the lines and use the metal colors as much as possible

- When dry retrace with Sharpie
- Cut out an image of the person and glue it to a large black paper. Next to the image attach their hieroglyphics name.
- On the back write your real name and class - display

Vocabulary: hieroglyphics, symbols, lines, space, balance, emphasis, pattern, shape, history

MLL Spanish: jeroglíficos, símbolos, líneas, espacio, equilibrio, énfasis, modelo, forma, historia

MLL French: hiéroglyphes, symboles, lignes, espace, équilibre, emphase, modèle, forme, histoire

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts Standards:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

NJSLS - Social Studies 6.2.8.D.2.B

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

Life Literacies & Key Skills

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., schools, community agencies, government, online) that can aid in solving the problem.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Culture, Career, & Design - History of the Candy Bar and Chocolate Bar Wrapper

In this/these unit(s), students will better understand and explore **culture and design to make connections to art-related careers** through drawing and other art forms.

Unit Rationale:

Students will explore the history of chocolate to broaden the experiences that students receive in their education. Studying other cultures and ancient civilizations influenced the world around everyone. Students can openly explore art and its contributions to society. Graphic design skills will be studied to better understand the steps involved in creating a package design.

Essential Questions / Enduring Understandings

Essential Questions

- What does it mean when we explore the history of a product and design your product in art?
- How do you create your product based on other products in history?
- How do you define candy bar art and candy bar wrapper design to a friend?

Enduring Understandings

- Students will deepen their understanding of product development
- Students will learn to see the creativity and math skills used in designing a product
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork and in other subject areas

Skills / Knowledge Objectives

- Understand the components needed to create a package design of a candy wrapper
- Identify and name parts of the ancient art and period in time
- Understand that proportion, space, shape, texture, line and pattern create a successful wrapper design
- Enhance their communication and collaboration skills when conversing about career and product design
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe the design steps of creating a candy wrapper?

Benchmark: use and explain what is involved in creating a new product, before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, and additional components to their product design

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom books or online resources: [Design a Chocolate Bar Wrapper](#)
- Online resources: [Chocolate Bar Wrapper](#) 9:40, [History of the Candy Bar video](#) 1:51
- MLL chocolate bar wrapper: Spanish “envoltura de barra de chocolate”
- MLL chocolate bar wrapper: French “emballage de barre de chocolat”

Lesson: Culture - Egyptian Art**Unit:** Design

Lesson: Candy Bar Creation

Pacing guide: 1 week (40 minute classes)

Objective: To design a candy bar from the inside out which has not been created yet. Learn the history of candy bars and what makes each one special.

Content, Skills, and/or Resources/Materials: History of chocolate and candy bars to be displayed for the class, candy bar wrappers of various brands, music from Willy Wonka and the Chocolate Factory, cardboard 2 inches by 6 inches(one for each student), shiny metallic paper, sharpies, colored construction paper, ingredients and serving size dittos, markers, pencil, eraser, and scissors. Computers are available to display websites where students can create their candy bars.

Procedure:

- Hang up the History of the candy bar lesson on the blackboard along with pictures of the top-selling bars
- Discuss the history of the candy bar and what makes their chocolate unique
- Explain the process of Dark, White, and milk Chocolate and long with nutrition benefits
- Pass out cardboard strips, ask students to pick the colored paper they want to use as their insert and wrapper.
- Students will need to brainstorm what will be in their candy bars and what new NAME would best suit the bar.
- Design the name of the bar and decorate it with markers.
- Together Wrap the cardboard with the chosen metallic color and then colored construction paper.
- Glue papers closed and folded ends like a present. (you should see the metallic paper on the edges.
- On the Front design the Name of the candy bar along with a Catchphrase. Use stencils if necessary
- On the back of the bar draw a rectangle and fill it with all the nutrition info a regular candy bar would show(examples provided). then write your “special ingredients” to make your bar unique
- Each student is given a personal number to put on their bar instead of their “regular name”

Display and critique- this is a contest. The best bar wins (students use a rubric that is tallied to decide on a winner).

Vocab: emphasize, color, design, line, contrast, fold, shape, candy bar, history, chocolate, creation, invention
MLL Spanish: enfatizar, color, diseño, línea, contraste, doblez, forma, barra de chocolate, historia, chocolate, creación, invención

MLL French: souligner, couleur, conception, ligne, contraste, plier, forme, barre chocolatée, histoire, chocolat, création, invention

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts Standards:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

NJSLS - Social Studies 6.2.8.D.2.B

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

Life Literacies & Key Skills

9.4.5.CL.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., schools, community agencies, government, online) that can aid in solving the problem.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Technique: Foreshortening

In this/these unit(s), students will better understand and explore **foreshortening** through drawing and other art forms.

Unit Rationale:

Students will explore the technique that creates projection and the illusion of depth in art to better understand perception and linear drawing of objects.

Essential Questions / Enduring Understandings

Essential Questions

- What does foreshortening mean?
- What does it mean to have dimension and depth in art?
- How do you define foreshortening to a friend?

Enduring Understandings

- Students will deepen their understanding of techniques that create depth and projection
- Students will learn to perceive objects at alternate angles
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork and in other subject areas

Skills / Knowledge Objectives

- Understand that depth and projections are formed from a better understanding of art techniques
- Identify and name techniques in art
- Understand that they can find illusion in art and other areas of life
- Enhance their communication and collaboration skills when conversing about art techniques
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe specific art techniques being taught?

Benchmark: use and explain depth and illusion and foreshortening in general before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, and explain what foreshortening is by breaking down the components

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom books or online resources
- Online resources: [Falling into Foreshortening Video](#) 7:56
- MLL foreshortening: Spanish “escorzo”
- MLL foreshortening: French “raccourci”

Lesson: Foreshortening

Unit: Foreshortening

Lesson: Person Falling Forward

Pacing Guide: 4-5 classes (40 minutes each)

Objective: The student will learn to observe the figure in **perspective** and execute a **drawing** that accurately captures proportion and pose.

Content, Skills, and/or Resources/Materials: Supplies: Students will be exposed to figure drawing and create a foreshortened figure drawing of themselves, paper, pencil, black to outline, and colors.

Procedure:

View images of Foreshortening

- Draw your hand close to the top of your paper
- Draw your feet under your hands large.
- Draw your face in between your hands small
- your hair should look like it would if you were falling (flying beside or above you)
- Add face and clothing details
- Add a background. FULL Color and DETAILS

Vocabulary: perspective, foreshortening, draw, space, birds-eye view, worm's eye view, proportion, figure drawing

MLL Spanish: perspectiva, escorzo, dibujo, espacio, vista de pájaro, vista de gusano, proporción, dibujo de figuras

MLL French: perspective, raccourci, dessin, espace, vue à vol d'oiseau, vue à vol d'oiseau, proportion, dessin de figure

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts Standards:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., schools, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

All unit grade level accommodations and modifications for special populations including At Risk, IEP, MLL/ESL/ELL, and G&T gifted enrichment:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer, think pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken in the grade level
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials
- Create other colors based on primary colors and define them
- Highlight key details

All unit grade level accommodations and modifications accommodations for 504s:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer
- Use Google Translate for non-native speakers
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials