

Visual Art

Grade 6

Prepared by:

Katharina Castiblanco Grammer

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on **August 22, 2022**

Art 6

Course Description: Visual Arts 6 will implement the students' knowledge base and skill levels developed in 5th Grade Visual Arts. This course is designed to help students develop understanding of art of diverse cultures, artmaking skills, self confidence and reflection in their artmaking processes.. Students will participate in a variety of in-class artmaking activities, such as Mask Making, Mixed Media, and Etching Art, which are designed to develop art history knowledge and appreciation of diverse artists, gain skills with a variety of materials and techniques, and build confidence as young artists through aesthetic exposure and experience.

Course Sequence:

UNIT # 1 - Egyptian Etching Art

UNIT # 2 - Mixed Media Collage Art

UNIT # 3 - Mask Making

UNIT # 4 - American & Domestic Gothic

Pre-requisite: Grade 5 Art

UNIT # 1 - Egyptian Etching Art

Overview

Content Area: Visual Art

Unit Title: Egyptian Etching Art

Grade Level(s): 6

Core Ideas:

Gain knowledge of ancient Egyptian culture and art.

Understand the importance of symbols in art, create personal symbols.

Learn about Hieroglyphics, use them in the artwork.

Use the Principles of Design, Unity and Balance, to create a visually interesting and complete artwork.

Learn to create Etching art techniques and use a stylus.

Bring personal meaning and self reflection to the artmaking process.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

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 processes in traditional or new media.

1.5.8.Cr2a

Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8Cr2c

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 or ideas and mood conveyed.

1.5.8.Cn11a

Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.8.EG.3

Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.4.8.IML.7

Use information from a variety of sources, contexts, disciplines, and cultures for specific purposes.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.8.NT.2

Analyze an existing technological product that has been repurposed for different function.

Interdisciplinary Connection

6.2.8.History

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

CC.2.b

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - Self-reflection, self-awareness in the choices of symbols and hieroglyphs to bring personal meaning to the artwork, and throughout the creative process.

Amistad - African ancient culture of Egypt. Incorporate basic historical and cultural facts for context of artmaking.

Unit Essential Question(s):

- What is a Symbol?
- What is a Hieroglyph?
- How can Ancient Egyptian be incorporated into an artwork with personal meaning?
- What impact did the religious beliefs of the Ancient Egyptians have on the kind of Art they created?
- What are some ways to conceptualize the creative process, to overcome creative blocks?
- How can we push to take creative risks in the artmaking process?
- Does using a new media help or hinder being creative?
- How is the Principle of Design - Balanced Composition - used in this artwork?
- How does sketching work to make ideas concrete

Unit Enduring Understandings:

- Recognize examples of ancient Egyptian art, such as Sarcophagi and Canopic Jars, and their cultural purposes.
- Understand the significance of Hieroglyphs in ancient Egyptian culture.
- Understand the development process of a complete artwork; in using preparatory sketches, focusing on motifs, balanced compositions, techniques and skills.
- The ability to synthesize and combine personal symbols, symmetrical patterns with Egyptian hieroglyphs into one cohesive image.
- Recognize and use the Principle of Designs - such as Balance in a composition.
- Foster autonomy and responsibility, self

<p>into an artwork?</p> <ul style="list-style-type: none"> • What is the value and purpose of having an Art Critique? • Why is the Rosetta Stone so significant in the study and understanding of the Ancient Egyptian culture? And what was the text of the Rosetta Stone about? 	<p>awareness and reflection throughout the process.</p> <ul style="list-style-type: none"> • Engage in the group Art Critique, with respectful language, judgment, criticism skills and expressing diverse opinions. • The Rosetta Stone is highly significant in ‘cracking the code’ to translate, learning and understand the Hieroglyphic language, from a tablet about Egyptian tax law.
---	--

Evidence of Learning

Formative Assessments: Visual check ins for progress and tasks, Symbol and Hieroglyphs worksheets, Do Nows, Critique.

Summative/Benchmark Assessment(s): Quiz, Final Project with Rubric

Alternative Assessments: One-on-one interview, Preparatory Sketch.

Resources/Materials:

Teacher created project packet, British Museum Rosetta Stone Video, black tempera paint & dish soap, lidded containers, 1” mop watercolor brushes, 12” x 18” newsprint paper, pencils, erasers, rulers, 12” X 18” heavy oaktag paper, warm colored crayons, scissors, scratch art styluses, newspaper, construction paper - varied colors 12” x 18”, spray adhesive.

Key Vocabulary:

Archeologist, Hieroglyphs, Sarcophagus, Canopic Jar, Tomb, Pharaoh, Symbol, Cartonnage, BCE, BC, Symmetry, Unity, Balance, Pattern, Negative & Positive Space, Etching, Preparatory Sketch, Cross Hatching, Warm & Cool colors, Embalming, Mummification, Rosetta Stone, Decipher, Crack the Code.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introducing Egyptian Afterlife and Artwork Goal	Introducing Ancient Egyptian culture and overview. Anticipate artmaking activities.	Introduction of new materials. Egyptian Project Packet, reading and discussion of Egyptian Art history knowledge.	1 day
What is a SYMBOL?	Introduction to Ancient Egyptian culture and art. Recognize the concept and importance of Symbols. Create their own personally meaningful Symbols. Understand the significance of Hieroglyphs in ancient Egyptian art and culture. Ancient Egyptian Hieroglyphs were deciphered with the Rosetta Stone that “Cracked the code” through 3 languages, it is a tablet about ancient Egyptian mundane tax code.	Research / design / sketch min. 5 personal symbols. Research 5 Hieroglyphs with personal meaning. Present Videos for historical depth.	2 day
Create a preparatory Sketch.	Learn to problem solve and create a balanced design that is personally meaningful. Brainstorm and gather ideas toward synthesizing into the design of the artwork. Recognize examples of ancient Egyptian art, such as Sarcophagi and Canopic Jars, and their cultural purposes. Recognize and create symmetrical balance in a composition.	Create preparatory sketch from template of a sarcophagus or canopic jar, draft for the final oaktag paper project. Draw their design with complete symmetry, using their personal symbols and Egyptian Hieroglyphs on sketch.	3 days

	Use the Principle of Design - Balance Composition in Drawing. Use questioning to work through how to improve upon their own drawing. Persevere to make ideas concrete through drawing.		
Prepare the Etching	Create a Scratch etching artwork by using the techniques and skills. Use care in the Etching surface preparation.	Use templates, warm color crayons, black Tempera paint, and cut out, to create final Etching artwork ground.	2 days
Etch the Image	How to transcribe and use the preparatory sketch in the final artwork. Focus on craftsmanship in drawing during Etching scratch technique. Strategize methods for redesign and refining of the final image.	Execution of Etching scratch technique drawing with stylus. Follow the newsprint drawing to guide Etching scratch technique.	3 days
Prepare to exhibit, reflect and share.	Give attention to how an artwork is exhibited. Foster SEL skills. Autonomy, Self-reflection, self-reliance and peer communication. Use judgment and criticism skills in group Critique. Reflect on learning and acquired knowledge and skills.	Mounted on construction paper for exhibition when completed. Class Critique time to discuss all aspects of the project. Quiz and Write Artist's Statement and Reflection.	2 days

Teacher Notes: Project packets and Quizzes provided in advance to HIP and ELL teachers and aides, and any students needing more support.

Additional Resources: Teacher created Packet & Flip Book, Teacher created Oaktag Templates for artwork templates, Egyptian art image reference folders to scaffold drawing and patterns. British Museum video about the Rosetta Stone.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP. Modify tasks, tools and materials. Allow for extra time. Allow for individual interpretation within guidelines. One on one hand on hand assistance for fine motor skills. Scaffolding. 	<ul style="list-style-type: none"> Consult student ELL Plan. Revisit demonstrating at a modified pace. Allow for extra time. Allow for individual interpretation within guidelines. Scaffolding. Assistance and modification with vocabulary.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher. Modify to give freedom for further investigation of Egyptian art. Choose to copy an Exemplar Egyptian artwork with etching technique. Further drawing skill investigation. 	<ul style="list-style-type: none"> Consult with I & RS as needed. Seat with supportive peers. Check in daily with q & a, scaffolding and redemonstration. Allow for time and individual interpretation. Allow student to work collaboratively.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan. Seat with supportive peers. Check in daily with q & a, scaffolding and redemonstration. Allow for time and individual interpretation. Allow student to work collaboratively with peers. 	

UNIT # 2 - Mixed Media Collage Art

Overview

Content Area: Visual Art

Unit Title: Mixed Media Collage Art

Grade Level(s): 6

Core Ideas:

Create an artwork of mixed media. Gaining skill in media - Watercolor, Oil Pastels and Cut Silhouettes.

Utilizing the Principles of Design - Unity and Balance.

Refine and develop the image for the artwork through preparatory sketches.

Bring personal experience and images for reference, to generate a unique artwork.

Utilize rubric to guide toward successful artmaking goals.

Use critical thinking and SEL skills while engaging in class art Critique.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.8.Cr2a

Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr3a

Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

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 or ideas and mood conveyed.

1.5.8.Re7a

Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.18

Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.8.ED.2

Identify the steps in the design process that could be used to solve a problem.

Interdisciplinary Connection

NJLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**6.3.8.CivicsP
R.5**

Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - self awareness, self reflection, relationship to class peers

Diversity - Exemplars by contemporary woman watercolorist, Pamela Fenwick, to show the life-long journey of learning watercolor.

Unit Essential Question(s):

- How do we persevere to draw, create and image an artwork from an inspiration source?
- How do we bring our point of view, and personal meaning to an artwork?
- What steps can be identified in the design process that solve the artmaking problems in the Mixed Media Collage?
- What criteria can be used to examine, reflect on, and plan the revisions in the artwork?
- What is a Mixed Media Collage artwork?
- What are the different ways of using Watercolors and Oil Pastels in a successful and complete artwork?
- What is Resist in art, and how can it be utilized in a

Unit Enduring Understandings:

- Sketching and drawing makes brainstorming , inspiration and ideas concrete.
- Practicing drawing continually refines and improves the visual ability and vocabulary of expression.
- Self reflection is essential to refinement and improvement of the visual product.
- Mixed Media artworks are created by using more than one medium and combining them in creative ways.
- Resist is the physical reaction - repelling - of oil based and water based substances, creating exciting and complex surfaces in artworks.

<p>creatively complete artwork?</p> <ul style="list-style-type: none"> • How do we explain our aesthetic choices made in the artwork? • Are we influenced by our culture and environment in the way we convey messages and create our images? • How can we prepare for, and participate effectively in conversations in art? • How can we listen to, respond, express and build on others' ideas persuasively in Critiques? • Are Art Critiques a form of democratic engagement, by understanding how conflicting and diverse points of view are addressed in a respectful open aesthetic conversation? 	<ul style="list-style-type: none"> • Democratic discourse engagement is essential for artists, in order to hear each other's opinions about the artworks, reactions, feelings and 'political' takes. To give concrete verbal language to support the aesthetic decisions.
--	--

Evidence of Learning

Formative Assessments: Visual check ins, step by step progress, Do Nows, Group Critique discourse.

Summative/Benchmark Assessment(s): Rubric, Technical Oil Pastel and Watercolor sheets, Final Project Grade, Quiz

Alternative Assessments: Sketches, smaller artwork, Artist Statement.

Resources/Materials:

Teacher created documents and support materials - project packets, Silhouette shape packets, Color Theory Sheets, Google Slide of Exemplars, Quiz.

Watercolors palettes (8 colors minimum), variety of watercolor paint brushes, Oil pastels(8 colors minimum), Newsprint paper, Watercolor paper, pencils, erasers, water containers, scissors, adhesive, black construction paper, Construction paper for mounting.

Key Vocabulary:

Watercolor Wash, Watercolor Blending, Wet-on-Wet, Resist, Stippling, Layering, Horizon Line, Warm colors, Cool colors, Oil Pastels, Silhouette, Mixed Media, Collage, Cross-hatching, Blending, Horizon Line, Background, Foreground, Middleground, Balance, Unity.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduce artmaking goals and concepts.	<p>Overview of project, guidelines and process for creating Mixed Media artwork.</p> <p>Rubric has information for thorough explicit understanding of how artwork is assessed.</p> <p>Gain knowledge of and utilize the Principles of Design, Balance and Unity.</p>	<p>Introduction to Unit.</p> <p>Review Mixed Media Collage packet for objectives / guidelines / vocabulary / rubric of project.</p> <p>Complete Brainstorming Activity Sheet.</p>	1 day
How to create a personally meaningful artwork, and sketch.	<p>Planning composition.</p> <p>Ability to bring personal meaning and inspiration to creating an artwork.</p> <p>Gain confidence and skill in drawing a sketch, to prepare for a final artwork.</p>	<p>Research and bring in a photo of * Day at the Beach OR Underwater Scene OR Day on your vacation, as inspiration for the Artwork.</p> <p>Sketch. No Tracing, from inspiration photo.</p>	1 day
Balance and Unity in art.	<p>Understanding of BALANCE and UNITY. Find ideas and inspiration in exemplars.</p> <p>Make ideas concrete and explicit in a drawing product.</p>	<p>Show GoogleSlide for exemplars.</p> <p>Enlarge and re-draw onto watercolor paper.</p>	1 day
Practice Oil Pastel techniques.	<p>Understanding of how to successfully use 4 Oil Pastels techniques.</p>	<p>Complete Oil Pastel techniques practice sheet.</p> <p>Using oil pastels, color in the objects / things ONLY.</p>	1 day

Practice Watercolor techniques.	Basic color concepts, to ensure confident color implementation. Improve the use of Watercolors and brush techniques.	Color Theory and Watercolor techniques practice sheet, mixing of colors and brush practice. Paint classroom routines.	2 days
Create Artwork, using Resist in Aesthetic decision making.	Understand the concept and use of Resist in art. Implementing skills, judgement, referring to inspiration photo. Self reflection and decision making is part of artmaking process.	Create artwork using 2 mediums, Oil Pastels and Watercolor. Watercolor is used in artwork for background and larger areas like water and sky. Oil Pastels for Solid areas.	2 days
Use final medium to complete Mixed Media.	Consider the silhouette shapes to add visual interest, balance and unity. Decision making for cutting and placing Silhouettes, as part of complete composition.	Carefully cut, erase pencil and paste silhouettes, to incorporate into composition.	1 day
Use the Rubric, and self Reflection.	Use Rubric to help assess areas for improvement. Self reflection and assessment are essential to truly looking at the work.	Review and refine media techniques, use media to complete artworks.	1 day
Prepare for exhibition, sharing in Critique.	Art does not finish after the artmaking is completed - it gains another level of validation with viewers and their thoughts, reactions and opinions.	Mount Artwork on construction paper for exhibition, with name on reverse. Class Group Critique.	1 day
Quiz	Review of Concepts.	Unit Quiz	1 day

Teacher Notes: Project packets and Quizzes provided in advance to HIP and ELL teachers and aides, and any students needing more support.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP. Modify tasks, tools and materials. Allow for extra time. Allow for individual interpretation within guidelines. One on one hand on hand assistance for fine motor skills. Scaffolding. 	<ul style="list-style-type: none"> Consult student ELL Plan. Revisit demonstrating at a modified pace. Allow for extra time. Allow for individual interpretation within guidelines. One on one hand on hand assistance for fine motor skills. Scaffolding. Assistance with Vocabulary.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher. Modify to give freedom for further investigation of Watercolor techniques, etc. Choose to copy an Exemplar artist's work to investigate composition, drawing and varied subject matter. 	<ul style="list-style-type: none"> Consult with I & RS as needed. Seat with supportive peers. Check in daily with q & a, scaffolding and redemonstration. Allow for time and individual interpretation. Allow student to work collaboratively.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan. Seat with supportive peers. Check in daily with q & a, scaffolding and redemonstration. Allow for time and individual interpretation. Allow student to work collaboratively with peers. 	

UNIT # 3 - Mask Making

Overview

Content Area: Visual Art

Unit Title: Mask Making

Grade Level(s): 6

Core Ideas:

Introduction to Masks of the world, mostly of African cultures, how cultures utilize materials and designs in masks.

Learn how to create a Mask Artwork using specific materials, methods and tools.

Create patterns, choose colors, and forms to synthesize into a cohesive 3-dimensional Artwork.

Connect mask design to conveying function, purpose and personal meaning.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

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 processes in traditional or new media.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr3a	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
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.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally.

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect .

Technology Literacy (standard 8 or 9.4.(TL))

8.2.8.ETW.1	Illustrate how a product is upcycled into a new product and analyze the short-and long-term benefits and costs.
8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact

Interdisciplinary Connection

ELA SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
6.2.8.History CC.1.c:	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - self awareness, self reflection. To create a mask with personal significance and find purpose.

Diversity - Masks of African, Native American, First Nations and Asian Cultures, to open multicultural horizons on the one of the oldest artforms known. Benin contemporary Mask artist and Environmentalist, Romuald Hazoumè, his masks focus on bringing to light the heavy ocean pollution of the West African coast.

Unit Essential Question(s):

- What are the various possible purposes and reasons for masks?
- What is the purpose / character / theme of your mask?
- What design elements show the purpose / character / theme of your mask?
- What mask, of which culture influenced or inspired your mask?
- How have you used color, patterns and extensions to show the purpose of your mask?
- How did you create Unity in your mask design?

Unit Enduring Understandings:

- Masks are one of the oldest art forms in human history, and are found in almost every culture.
- The various purposes are protection, ceremonial, disguise, celebration, education, or provide a special power.
- Patterns of lines, shapes and color throughout the mask can create visual unity.
- The mask design must reflect and clearly show the purpose of the mask.
- The mask is an artwork created as the personal expression, interest, reflecting the point of view of the artist.

Evidence of Learning

Formative Assessments: Class discussions - questions & answers. Daily circulation for visual assessment , Project steps accomplished, Do Now
Summative/Benchmark Assessment(s):Final Project & Rubric, Mask Drawing & Purpose Design, Magazine articles & questions, Quiz, Critique
Alternative Assessments: One-on-one interview about ideas and artmaking process.

Resources/Materials: Elmo, projector, Teacher created project packet & rubric, pencils, paper, color pencils, newspaper, art paste, containers & lids, tempera paints, trays, various size paint brushes, cardboard, masking tape, miscellaneous materials for extensions, construction paper, stapler.

Key Vocabulary: Rituals, Ceremonies, Culture, Purpose, Protection, Disguise, Theme, Art paste, Form, Papier Mache, Extensions, Pattern, Unity, Craftsmanship.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to Masks beyond Halloween.	Introduction: to the History and multicultural importance of Masks, art concepts, project goals. Widen perspectives and possibilities for a Mask design from many images. Understand the real world contexts and purposes of Masks. A strong and clear Purpose of a mask is essential in order for the viewer to understand why it was created and being worn.	Google Slide presentation - Masks of the World, and Romuald Hazoumè. Project Playbook review. Raven Dance Video	1 day
Mask design with the foundation in purpose.	Solidify the purpose of the Mask to facilitate a clearer design concept. Use the guidelines to aid brainstorming and drawing a design.	Brainstorming drawing and mask purpose exploration	2 - 3 days
Constructing the mask form.	Use a new sculptural medium, art paste. Follow clear construction instructions to ensure a well built mask as a foundation to the color and design. Realize art making is often messy.	Papier Mache - construction & structural appendages of different materials	4 days 2 - 3 days
Bringing the Mask to life with color	Build Color Theory knowledge to use in mixing tints, shades and tertiary colors. Fine motor painting skills to bring the Mask to life and show its purpose.	Color Theory introduction for mixing paints. Painting w Tempera - Color mask design. Extensions & Embellishments	1 - 2 days
Assess and Critique	Aesthetic judgment, share ideas, analyze and reflect on project. Ability to search for ideas and answers in provided written materials.	Group Critique Quiz	1 day

Teacher Notes: Teacher created project packet, Mask of the World images reference support packets. Project packets and Quizzes provided in advance to HIP and ELL teachers and aides, and any students needing more support.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools, extra time, scaffolding, seat with collaborative peers. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers, one on one check ins.
Gifted & Talented Students	Students at Risk

Midland Park Public Schools

<ul style="list-style-type: none">• Consult with G and T teacher, encourage and give tasks that can take the project to an advanced implementation, advanced mask making and painting. Task to assist others. Check ins that focus on the self assessment of how to improve and build skills.	<ul style="list-style-type: none">• Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none">• Consult 504 Plan, give extra time, seat with supportive peers, one on one check ins.	

UNIT # 4 - American & Domestic Gothic

Overview

Content Area: Visual Art

Unit Title: American & Domestic Gothic

Grade Level(s): 6

Core Ideas:

Compare and contrast the American Experience of different social, racial and cultural groups through Art.

Art can reflect an artist's identity and exploration of identity.

Understand that asking questions and inquiring when interacting with art is just as vital as finding answers, such as "What is 'American Art'?"

Have open ended discussions about art and how it can communicate artists' diverse points of views.

Understanding that ambiguity, and uncertainty are uncomfortable, but through reflective engagement of new ideas can result in important discoveries.

Find personal connections in artwork, and the emotions evoked in those connections.

Explore the emotions, social messages and artistic motivation presented in artworks.

Objects in artwork can be powerful symbols to communicate big ideas in subtle ways.

Art is often controversial and tells confronting stories.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contents 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 between personal and established criteria for evaluation artwork.
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 or ideas and mood conveyed.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (1.5.8.C!a).

Technology Literacy (standard 8 or 9.4.(TL))

8.2.8.ED.1	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the use and the producer.
-------------------	--

Interdisciplinary Connection

6.1.8.CivicsH R.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
--------------------------------------	---

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - CASEL - self awareness, self reflection and social awareness, in how to look at the same image and interpretation, that have been created through 2 different racial lenses.

Amistad - Willie Cole, Black New Jersey contemporary artist, creator of 'American Domestic'.

LGBTQ - Grant Wood, Gay Iowian 20th c. artist, painter of Iconic 'American Gothic'.

Unit Essential Question(s):

- How are the artist aesthetic choices influenced by their heritage, culture and social experiences?
- What cultural and social comparisons can you make between the 2 artworks?
- What are the artists trying to convey, tell us, about their points of view and experiences?
- How are our emotions and ideas influenced by the images in the artworks we see?

Unit Enduring Understandings:

- Ability to compare and contrast the different American experiences of White and Black Americans. Grant Wood was a white gay artist from the Midwest who studied art in Europe. His perspectives reflect his experiences and understanding of how the world worked for his community. Willie Cole is a Black man with ancestors of slaves, Africans and domestic

<ul style="list-style-type: none"> ● How is the ‘American Experience’ different for people of color? ● Do you think Willie Cole should borrow from American Gothic to create his artwork? ● Explain why openness to diverse ideas and perspectives is important in a group discussion about artworks? ● How can discussions about these artworks support sensitivity and respect toward cultural and socio-economic differences? ● What does it look like to navigate cultural differences with sensitivity and respect? 	<p>workers, his understanding of the American Dream starkly contrasts to that of Grant Woods.</p> <ul style="list-style-type: none"> ● Artists borrow from each other, as long as they recognize and respect the artist they borrow from, this practice is accepted. Cole is using Grant Wood’s work to make comparisons between different American experiences. ● Openness is vital for listening to new and diverse ideas, acceptance of opposing and differing opinions. ● Images can bring about emotions, confrontations and possible personal connections and discoveries for the viewer.
---	--

Evidence of Learning

Formative Assessments: Attention given during discourse, participation.
Summative/Benchmark Assessment(s): Open class discussion participation - questioning and in depth engagement and investigation of topics. Reflective Art Statement about Artworks.
Alternative Assessments: 3-2-1 Worksheet, one-on-one interview.

<p>Resources/Materials: Teacher created Google Slide presentation “American Gothic - Domestic”, Reflection on Art Statement</p>	<p>Key Vocabulary: Domestic worker, Slave Ships, Transform, Steam Iron, Contemporary, Labor Laws, Appropriate, Digital Pigment, Serigraph, Contemporary.</p>
--	---

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
	<p>See art as integral sources to understanding historical and social topics. Participate in student driven discourse about the artworks. Pursue their own curiosity to question and inquire. Gain the ability to confront controversial images and their meanings. Gain cultural understanding and insight into the artist’s point of view and reason for creating the artworks. Deepen the ability to compare and contrast beyond formal colors to symbols, metaphor and purpose of the artworks. Gain historical context for artworks.</p>	<p>Introduction of Activity in context of what is American Art or Black History Month. Google slide presentation: “American Gothic” “American Domestic”. Presentation of both artworks side by side. Teacher provides foundation information about artworks throughout the discourse activity. Students drive inquiry about the artworks. Concluding activity - Reflection on Art Statement.</p>	<p>1 Day</p>

Teacher Notes: Other Black American artists can be referenced, such as Jacob Lawrence and Kehinde Wiley.

Additional Resources:

Differentiation/Modification Strategies

<p>Students with Disabilities</p> <ul style="list-style-type: none"> ● Consult student IEP, Allow for extra time, seat with collaborative peers. 	<p>English Language Learners</p> <ul style="list-style-type: none"> ● Consult student ELL Plan, use visual guides, seat with supportive peers, one on one check ins.
<p>Gifted & Talented Students</p> <ul style="list-style-type: none"> ● Consult with G and T teacher. Encourage further lines of inquiry and investigation. 	<p>Students at Risk</p> <ul style="list-style-type: none"> ● Consult with I &RS as needed, individual attention, seat with supportive peers.
<p>504 Students</p> <ul style="list-style-type: none"> ● Consult 504 Plan, give extra time, seat with supportive peers, one on one check ins. 	<p>Other:</p>