

Cliffside Park
Grade 6 Art Curriculum

BOE Approved 8/18

Grade 6: September- October

Unit: ISLAMIC ART	
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can describe the significance of the elements and principles in Islamic Art● I can compare and contrast Islamic Art to the work of other cultures● I can identify innovations that impacted the advancement in Islamic Art● I can analyze the societal, historical, and political impact of art on Islamic culture and culture on art● I can create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums● I can identify universal themes present in Islamic Art● I can identify the distinguishing characteristics of Islamic Art compared to art from other historical eras● I can compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Tessellations and geometric patterns are a large influence of Islamic Art.	
ESSENTIAL QUESTIONS <ul style="list-style-type: none">● What are some universal themes of Islamic Art?	
STANDARDS <ul style="list-style-type: none">● 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.● 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.● 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.● 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.● 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.● 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance	

the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

- **1.3.8.D.2** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals
- **1.3.8.D.3** Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- **1.3.8.D.4** Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- **1.4.8.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- **1.4.8.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

●

21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS TECHNOLOGY STANDARDS

- **8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- **8.1.8.D.4** Assess the credibility and accuracy of digital content.
- **8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

PROJECTS

- Mixed Media Tiles
- Radial design

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessments

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Ceramic tile and mosaics are important aspects of Islamic art. Students will research important mosaic pieces of artwork from the early Islamic Empire. Students will use small pieces of plastic and other materials to replicate Islamic mosaic art.
 - 6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

VOCABULARY

- Geometric, patterns, abstract, clay, imprint.

ARTISTS

- Islamic Art
- Islamic Architecture

RESOURCES**Other**

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 6: November-December

Unit: AFRICAN ART	
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none"> ● I can describe the significance of the elements and principles in African Art ● I can compare and contrast African Art to the work of other cultures ● I can identify innovations that impacted the advancement in African Art ● I can analyze the societal, historical, and political impact of art on African culture and culture on art ● I can create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums ● I can identify universal themes present in African Art ● I can identify the distinguishing characteristics of African Art compared to art from other historical eras

- I can compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays

ENDURING UNDERSTANDING

- Much African art is based on story-telling and distinguishable from other art cultures.

ESSENTIAL QUESTIONS

- What are some textures used throughout African art works?

STANDARDS

- **1.1.8.D.1** Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- **1.1.8.D.2** Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
- **1.2.8.A.1** Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- **1.2.8.A.2** Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- **1.2.8.A.3** Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- **1.3.8.D.1** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- **1.3.8.D.2** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- **1.3.8.D.3** Identify genres of art (including realism, abstract/non objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- **1.3.8.D.4** Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- **1.4.8.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- **1.4.8.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS TECHNOLOGY STANDARDS

- **8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- **8.1.8.D.4** Assess the credibility and accuracy of digital content.
- **8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

PROJECTS

- Masks
- Weaving
- African cloth and patterns

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Two major forms of African art were masks and sculptures. Students will research African art and create a mask or tribal sculpture based on their research.
 - 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

VOCABULARY

- Warp, weft, weaving, loom, petroglyphs, sculptures, terracotta pottery, bronze, masks, sculpture, low-relief, texture

ARTISTS/ART

- Zulu Woven Baskets, African Masks

RESOURCES

Other

Teacher made Slide Show
 Visuals/posters
 Digital images
 Smart Board (when available)
 Internet sites
 Books
 Magazines

Grade 6: January-February

Unit: CHINESE ART	
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none"> ● I can describe the significance of the elements and principles in Chinese Art ● I can compare and contrast Chinese Art to the work of other cultures ● I can identify innovations that impacted the advancement in Chinese Art ● I can analyze the societal, historical, and political impact of art on Chinese culture and culture on art ● I can create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums ● I can identify universal themes present in Chinese Art ● I can identify the distinguishing characteristics of Chinese Art compared to art from other historical eras ● I can compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays
ENDURING UNDERSTANDING	
<ul style="list-style-type: none"> ● Chinese art is based on the culture and history of Chinese civilization. 	
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can the universal themes of Chinese art be identified? 	
STANDARDS	
<ul style="list-style-type: none"> ● 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. ● 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. ● 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. ● 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. ● 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 	

- **1.3.8.D.1** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- **1.3.8.D.2** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- **1.3.8.D.3** Identify genres of art (including realism, abstract/non objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- **1.3.8.D.4** Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- **1.4.8.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- **1.4.8.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS TECHNOLOGY STANDARDS

- **8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- **8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

PROJECTS

- Guardian Lion Radial Design
- Calligraphy
- Brush painting

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessments

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Students will research and find examples of ancient Chinese art and calligraphy. Students will choose Chinese terms and sketch their word in calligraphy.
 - 6.2.8.D.2.b--Explain how the development of written language transformed all aspects of life in early river valley civilizations.

ART/ARTISTS

- Chinese Sculpture
- Chinese Calligraphy

VOCABULARY: Guardian Lion, Imperial China, symbolism, Han Dynasty, Ming Dynasty, radial symmetry, transfer

RESOURCES

Other

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Other

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 6: March- April

Unit: JAPANESE ART	
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can describe the significance of the elements and principles in Japanese Art● I can compare and contrast Japanese Art to the work of other cultures● I can identify innovations that impacted the advancement in Japanese Art● I can analyze the societal, historical, and political impact of art on Japanese culture and culture on art● I can create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums● I can identify universal themes present in Japanese Art● I can identify the distinguishing characteristics of Japanese Art compared to art from other historical eras● I can compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Japanese art is based on many peaceful universal themes.	
ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How is the tradition of Japanese art carried on from ancient times?● How is Japanese art different from the other art cultures studied?	
STANDARDS <ul style="list-style-type: none">● 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.● 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.● 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.● 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.● 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.● 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).● 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.	

- **1.3.8.D.3** Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- **1.3.8.D.4** Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- **1.4.8.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- **1.4.8.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP6: Demonstrate creativity and innovation.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

NJSLS TECHNOLOGY STANDARDS

- **8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- **8.1.8.D.4** Assess the credibility and accuracy of digital content.
- **8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

PROJECTS

- Printmaking
- Notan Design
- Sumi Painting
- Gyotaku Prints

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Cherry blossoms are a major component to the Japanese culture. Students will research why cherry blossoms are viewed in a positive light in Japan's history. Students will create a 3D picture using petals from a cherry blossom/pink tissue paper.
 - 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

VOCABULARY

- Print, plate, ink, carving, gyotaku, edition, landscape, notan, positive/negative space

ART/ARTISTS

- Hiroshige
- Hokusai

RESOURCES

Website: <http://www.hiroshige.org.uk/>

Other

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 6: May-June

	Unit: AZTEC ART
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none"> • I can describe the significance of the elements and principles in Aztec Art • I can compare and contrast Aztec Art to the work of other cultures • I can identify innovations that impacted the advancement in Aztec Art • I can analyze the societal, historical, and political impact of art on Aztec culture and culture on art • Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums • Identify universal themes present in Aztec Art • Identify the distinguishing characteristics of Aztec Art compared to art from other historical eras • Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays

ENDURING UNDERSTANDING

- Gods, symbolisms and metaphors are all influences of Aztec art.

ESSENTIAL QUESTIONS

- How has history, societal and politics influenced Aztec art?
- How have ancient China and Japan greatly influenced the discovery and advancement of the Americas?

STANDARDS

- **1.1.8.D.1** Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- **1.1.8.D.2** Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
- **1.2.8.A.1** Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- **1.2.8.A.2** Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- **1.2.8.A.3** Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- **1.3.8.D.1** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- **1.3.8.D.2** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- **1.3.8.D.3** Identify genres of art (including realism, abstract/non objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- **1.3.8.D.4** Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- **1.4.8.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- **1.4.8.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
-

21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS TECHNOLOGY STANDARDS

- **8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **8.2.8.B.5** Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- **8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- **8.1.8.D.4** Assess the credibility and accuracy of digital content.
- **8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

PROJECTS

- Mixed Media Tiles

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Pottery and religion were important aspects to the rich history of the Aztec Empire. Students will research religious pieces of art and attempt to create their own piece of Aztec art.
 - 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

ART/ARTISTS

- Aztec Art

VOCABULARY

- Sculpture, low-relief, symbolism, texture plate.

RESOURCES

Other

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books and Magazine

Integrated Differentiation/Accommodations/Modifications for Elementary Art (Alternate Modes of Instruction and Support)		
Gifted and Talented	English Language Learners	Students with IEPs/504s and At Risk Learners
<ul style="list-style-type: none"> • Have students compare pictures of culturally diverse works of art and share with class • Students create more detailed works of art using elements. • Students research artists • Interest based content • Room for Artistic Choices • Elevated Technique Complexity • Additional Projects • Adaptation of higher skills in requirements 	<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Check for understanding of directions • Use posters with directions written in pictures in all languages • Seat students close to the teacher. • Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP/504 • Work with paraprofessional • Work with a partner • Provide concrete examples and relate all new assignments to previously learned tasks • Solidify and refine concepts through repetition. • Provide extended time. • Repeat directions • Check for understanding of directions • Give directions/instructions verbally and in simple written format. • Increase one on one time • Review behavior expectations and make adjustments for personal space or behavior as needed

Sources:

NJSLS Visual and Performing Art Standards:

<https://www.state.nj.us/education/aps/cccs/arts/faq.htm>

New Jersey Student Learning Standards (2016)

<http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

New Jersey Student Learning Standards: Technology (2014)

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014)

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

ART RUBRIC

Name _____

Date _____

Teacher and Grade _____

Project _____

						Comments
Elements & Principles of Design	1	2	3	4	NA	
Craftsmanship	1	2	3	4	NA	
Time and Management	1	2	3	4	NA	
Originality & Uniqueness	1	2	3	4	NA	

Key for Academic Reporting

4- Exceeding Learning Standards-

Student displays knowledge and skills beyond what is asked.

3- Meeting Learning Standards-

Student displays an understanding of the knowledge and skills for this project.

2- Approaching Learning Standards-

Student displays a limited understanding of the knowledge and skills for this project.

1- Not Meeting Learning Standards

Student does not display an understanding of the knowledge and skills for this project.

NA-

Not assessed at this time.

3-2-1 ART!

Name _____ Project _____

Things I learned

3	_____

Things I like about my work

2	_____

Things I would change or do differently

1	_____

