



Visual and Performing Arts Visual Art Curriculum

Banded K-2, 3-5, 6-8

Ogdensburg School District

Adopted Revised: December, 2019

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Rationale

Ogdensburg Borough Public School creates a foundation for students to understand the world around them. Understanding the world and universe occurs as students work collaboratively. Providing experiences in the arts offer opportunities for students to develop critical thinking, innovation, and creativity. First hand experiences are integral for students to develop students' efficacy in their understanding of the world and universe and develop decision making skills, enhances self-awareness, self-esteem, and self management skills.

Mission

Ogdensburg Borough Public School students will develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities through the Visual and Performing Arts program. The skills will allow them to become active, contributing members in a global society.

Vision

Ogdensburg Borough Public School believes that students should have equitable access to a quality arts education that leads to literacy and fluency in the arts and their practices of the five art disciplines as a road to:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

[Link to NJSL](#)

LIFE LONG GOALS

The Arts as:	Lifelong Goal
Communication	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.
Creative Personal Realization	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.
Culture, History, and Connectors	Artistically literate citizens know and understand works of art from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres. They also seek to understand relationships among the arts and cultivate habits of searching for and identifying patterns and relationships between the arts and other content.
Means to Well-Being	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.
Community Engagement	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Artistic processes, anchor standards, practices, and performance expectations make up the NJSLS-VPA. The **artistic processes**: *creating, performing/presenting/producing, responding, and connecting*, are the foundation for developing artistic literacy and fluency in the arts. These processes are the cognitive and physical actions by which arts learning and making are realized across the five arts disciplines.

Eleven **anchor standards** describe the general knowledge and skills that students are to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and serve as the tangible educational expression of artistic literacy. As illustrated below, each of the anchor standards is derived from one of the four artistic processes.

Visual and Performing Arts Practices - All Grades

Dance	Music	Theatre	Visual Art	Media Arts
Creating: <ul style="list-style-type: none"> ● Explore ● Plan ● Revise 	Creating: <ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate, Refine 	Creating: <ul style="list-style-type: none"> ● Imagine, Envision ● Plan, Construct ● Evaluate, Clarify, Realize 	Creating: <ul style="list-style-type: none"> ● Explore ● Investigate ● Reflect, Refine, Continue 	Creating: <ul style="list-style-type: none"> ● Conceive ● Develop ● Construct
Performing: <ul style="list-style-type: none"> ● Embody, Execute ● Express ● Present 	Performing: <ul style="list-style-type: none"> ● Rehearse, Evaluate, Refine ● Select, Analyze, Interpret ● Present 	Performing: <ul style="list-style-type: none"> ● Establish, Analyze ● Choose, Rehearse ● Share 	Performing: <ul style="list-style-type: none"> ● Select ● Analyze ● Share 	Performing: <ul style="list-style-type: none"> ● Integrate ● Practice ● Present
Responding: <ul style="list-style-type: none"> ● Analyze ● Critique ● Interpret 	Responding: <ul style="list-style-type: none"> ● Select, Analyze ● Evaluate ● Interpret 	Responding: <ul style="list-style-type: none"> ● Examine, Discern ● Critique ● Interpret 	Responding: <ul style="list-style-type: none"> ● Perceive ● Analyze ● Interpret 	Responding: <ul style="list-style-type: none"> ● Perceive ● Evaluate ● Interpret
Connecting: <ul style="list-style-type: none"> ● Synthesize ● Relate 	Connecting: <ul style="list-style-type: none"> ● Interconnect 	Connecting: <ul style="list-style-type: none"> ● Incorporate ● Affect, Expand 	Connecting: <ul style="list-style-type: none"> ● Synthesize ● Relate 	Connecting: <ul style="list-style-type: none"> ● Synthesize ● Relate

Every performance expectation is labeled with a specific alphanumeric code. The code summarizes important information. As illustrated below, the first number in the code indicates the specific arts discipline:

1.1.2.Cr1a

1.5.	2	Cr	1	a
Standard number For Visual Art	By the end of grade	Artistic Process	Anchor Standard	Performance Expectation

ANCHOR STANDARDS

ARTISTIC PROCESS: Creating

Anchor Standard 1	Conceptualizing and generating ideas.
Anchor Standard 2	Organizing and developing ideas.
Anchor Standard 3	Refining and completing products.

ARTISTIC PROCESS: Performing/Presenting/ Producing

Anchor Standard 4	Developing and refining techniques and models or steps needed to create products.
Anchor Standard 5	Selecting, analyzing and interpreting work.
Anchor Standard 6	Conveying meaning through art.

ARTISTIC PROCESS: Responding

Anchor Standard 7	Perceiving and analyzing products.
Anchor Standard 8	Applying criteria to evaluate products
Anchor Standard 9	Interpreting intent and meaning.

ARTISTIC PROCESS: Connecting

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

ART -- K - 8

<p>ENDURING UNDERSTANDING:</p>	<p>-- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>-- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives</p> <p>-- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>-- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.</p> <p>-- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>-- Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>-- : Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>-- People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>-- People evaluate art based on various criteria.</p> <p>-- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>-- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p>
<p>ESSENTIAL QUESTIONS:</p>	<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective?

- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?
- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?
- How are artworks cared for and by whom?
- What criteria, methods and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art? What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

Art -- BAND K - 2

PACING GUIDE

Unit 1 Generating and conceptualizing ideas (1.5.2.Cr1a, 1b)	3 days
Unit 2 Organizing and developing ideas (1.5.2.Cr2a, 2b, 2c)	4 days
Unit 3 Refining and Completing products. (1.5.2.Cr3a)	3 days
Unit 4 Selecting, analyzing, and interpreting work (1.5.2.Pr4a)	4 days
Unit 5 Developing and refining techniques and models or steps needed to create products (1.5.2.Pr5a)	3 days
Unit 6 Conveying meaning through art (1.5.2.Pr6a)	4 days
Unit 7 Perceiving and analyzing products (1.5.2.Re7a, 7b)	3 days
Unit 8 Interpreting intent and meaning (1.5.2.Re8a)	3 days
Unit 9 Applying criteria to evaluate products (1.5.2.Re9a)	3 days
Unit 10 Synthesizing and relating knowledge and personal experiences to create products (1.5.2.Cn10a)	3 days
Unit 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding (1.5.2.Cn11a, 11b)	3 days

1.5 Art Standards by the End of Grade 2

K- 2

CREATING

PERFORMANCE EXPECTATIONS Practice: Explore	Generating and conceptualizing ideas <ul style="list-style-type: none">• 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.• 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
PERFORMANCE EXPECTATIONS Practice: Investigate	Organizing and developing ideas <ul style="list-style-type: none">• 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.• 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.• 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
PERFORMANCE EXPECTATIONS Practice: Reflect, Refine, Continue	Refining and Completing Products <p>1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p>

PRESENTING

PERFORMANCE EXPECTATIONS Practice: Analyze	Selecting, analyzing, and interpreting works <ul style="list-style-type: none">• 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
PERFORMANCE EXPECTATIONS Practice: Select	Developing and refining techniques and models or steps needed to create products

	<ul style="list-style-type: none"> • 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
PERFORMANCE EXPECTATIONS Practice: Share	Conveying meaning through Art <ul style="list-style-type: none"> • 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Responding

PERFORMANCE EXPECTATIONS Practice: Perceive	Perceiving and analyzing products <ul style="list-style-type: none"> • 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. • 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties
PERFORMANCE EXPECTATIONS Practice: Interpret	Interpreting intent and meaning <ul style="list-style-type: none"> • 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
PERFORMANCE EXPECTATIONS Practice: Analyze	Applying Criteria to evaluate products <ul style="list-style-type: none"> • 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork

Connecting

PERFORMANCE EXPECTATIONS Practice: Synthesize	Synthesizing and relating knowledge and personal experiences to create products <ul style="list-style-type: none"> • 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
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PERFORMANCE EXPECTATIONS Practice: Relate	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding <ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.
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K- 2

Interdisciplinary Connections		
MATH <ul style="list-style-type: none"> ● Measurement as applies to artwork ● Geometric shapes for design 	ELA <ul style="list-style-type: none"> ● Research of art periods in history ● Research of how history changed artistic periods ● Research of stylistic art creations ● 	SOCIAL STUDIES Historical periods as applies to art

K- 2

MATERIALS and RESOURCES: <ul style="list-style-type: none"> ● Artists' materials (paper, crayons, pencils, scissors, etc) ● Artists' tools 	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none"> ● Reinforcing effort ● Provide recognition ● Cooperative learning ● Cues, Questions, Organizers ● Orally Summarizing ● Generating & testing hypotheses ● Student practice ● Individualized instruction ● Effective feedback ● Presenting learning goals/ objectives ● Authentic learning ● Adapting to learning styles ● Conferencing ● Activate prior knowledge 	Technology Connections Technology to enhance the learning process. Technology to heighten level of performance 8.1.5.A.1 digital tools 8.1.5.A.3 graphic organizer 8.1.5.D.1 copyright law 8.1.5.D.3 cyber safety 8.1.5.D.4 digital citizenship 8.1.5.E.1 accuracy of electronic sources 8.1.5.F.1 apply digital tools for data	21st C 9.1 Finance <ul style="list-style-type: none"> ● 9.1.4.B.1 needs/ wants ● 9.1.4.B.2 financial goals (age appropriate) ● 9.1.4.B.5 earn 21st C 9.2 Career Ready Practices <ul style="list-style-type: none"> ● 9.2.4.A.1 occupations ● 9.2.4.A.2 life roles ● 9.2.4.A.3 non and traditional careers ● ● CRP1 responsible citizen ● CRP3 Personal health
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	<ul style="list-style-type: none"> ● Investigations ● Flexible classrooms ● Graphic organizers ● Identifying similarities and differences ● Learning centers ● Modeling ● Music/ songs ● Peer teaching ● Project -based learning ● Reading aloud ● Sharing opinions ● Student choice ● Think- Pair- Share ● Rubrics ● Varied texts 		<ul style="list-style-type: none"> ● CRP4 Communicate clearly ● CRP8 Solving problem ● CRP10 career paths ● CRP11 enhance with tech
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K- 2

<p>MODIFICATIONS -SPECIAL NEEDS, 504</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. 	<p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Extra books/ materials for home. ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Encourage student to look 	<p>GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Use advanced supplementary / reading materials ● Use of authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create 	<p>ELL Modifications</p> <ul style="list-style-type: none"> ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one word answers ● Be ready to give additional instructions on complex tasks ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words
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<ul style="list-style-type: none"> • Establish expectations for completing assignments, routine, and behavior • Extra resources sent home as available 	<p>over work</p> <ul style="list-style-type: none"> • Provide regular parent/school communication • Establish expectations for routine, behavior, academics 	<p>videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics.</p> <ul style="list-style-type: none"> • Tiered reading materials 	<ul style="list-style-type: none"> • Provide extra time as necessary • Provide graphic organizers • Provide an ELL dictionary • Provide books on tape or CD • Provide wall charts of key concepts • Provide a word wall • Provide models of docs such as Homework, projects
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Art -- BAND 3 - 5

PACING GUIDE

Unit 1 Generating and conceptualizing ideas (1.5.5.Cr1a, 1b)	3 days
Unit 2 Organizing and developing ideas (1.5.5.Cr2a, 2b, 2c)	3 days
Unit 3 Refining and Completing products. (1.5.5.Cr3a)	3 days
Unit 4 Selecting, analyzing, and interpreting work (1.5.5.Pr4a)	3 days
Unit 5 Developing and refining techniques and models or steps needed to create products (1.5.5.Pr5a)	3 days
Unit 6 Conveying meaning through art (1.5.5.Pr6a)	4 days
Unit 7 Perceiving and analyzing products (1.5.5.Re7a, 7b)	3 days
Unit 8 Interpreting intent and meaning (1.5.5.Re8a)	3 days
Unit 9 Applying criteria to evaluate products (1.5.5.Re9a)	3 days
Unit 10 Synthesizing and relating knowledge and personal experiences to create products (1.5.5.Cn10a)	4 days
Unit 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding (1.5.5.Cn11a,11b)	4 days

1.5 Visual Art Standards by the End of Grade 5

3 - 5

CREATING

PERFORMANCE EXPECTATIONS Practice: Explore	Generating and conceptualizing ideas <ul style="list-style-type: none">• 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem 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.
PERFORMANCE EXPECTATIONS Practice: Investigate	Organizing and developing ideas <ul style="list-style-type: none">• 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 includes a process of peer discussion, revision and refinement.
PERFORMANCE EXPECTATIONS Practice: Reflect, Refine, Continue	Refining and Completing Products <ul style="list-style-type: none">• 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

PRESENTING

PERFORMANCE EXPECTATIONS Practice: Analyze	Selecting, analyzing, and interpreting works <ul style="list-style-type: none">• 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
PERFORMANCE EXPECTATIONS Practice: Select	Developing and refining techniques and models or steps needed to create products <ul style="list-style-type: none">• 1.5.5.Pr5a: Prepare and present artwork safely and effectively
PERFORMANCE EXPECTATIONS	Conveying meaning through Art

Practice: Share	<ul style="list-style-type: none"> • 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
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Responding

PERFORMANCE EXPECTATIONS Practice: Perceive	Perceiving and analyzing products <ul style="list-style-type: none"> • 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.
PERFORMANCE EXPECTATIONS Practice: Interpret	Interpreting intent and meaning <ul style="list-style-type: none"> • 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
PERFORMANCE EXPECTATIONS Practice: Analyze	Applying Criteria to evaluate products <ul style="list-style-type: none"> • 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

PERFORMANCE EXPECTATIONS Practice: Synthesize	Synthesizing and relating knowledge and personal experiences to create products <ul style="list-style-type: none"> • 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
PERFORMANCE EXPECTATIONS Practice: Relate	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding <ul style="list-style-type: none"> • 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. • 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

3 - 5

Interdisciplinary Connections		
MATH <ul style="list-style-type: none"> ● Measurement as applies to artwork ● Geometric shapes for design 	ELA <ul style="list-style-type: none"> ● Research of art periods in history ● Research of how history changed artistic periods ● Research of stylistic art creations ● 	SOCIAL STUDIES Historical periods as applies to art

3 - 5

MATERIALS and RESOURCES: <ul style="list-style-type: none"> ● Artists' materials (paper, crayons, pencils, scissors, etc) ● Artists' tools 	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none"> ● Reinforcing effort ● Provide recognition ● Cooperative learning ● Cues, Questions, Organizers ● Orally Summarizing ● Generating & testing hypotheses ● Student practice ● Individualized instruction ● Effective feedback ● Presenting learning goals/ objectives ● Authentic learning ● Adapting to learning styles ● Conferencing ● Activate prior knowledge ● Investigations ● Flexible classrooms ● Graphic organizers ● Identifying similarities and differences ● Learning centers ● Modeling ● Music/ songs ● Peer teaching ● Project -based learning ● Reading aloud ● Sharing opinions 	Technology Connections Technology to enhance the learning process. Technology to heighten level of performance 8.1.5.A.1 digital tools 8.1.5.A.3 graphic organizer 8.1.5.D.1 copyright law 8.1.5.D.3 cyber safety 8.1.5.D.4 digital citizenship 8.1.5.E.1 accuracy of electronic sources 8.1.5.F.1 apply digital tools for data	21st C 9.1 Finance <ul style="list-style-type: none"> ● 9.1.4.B.1 needs/ wants ● 9.1.4.B.2 financial goals (age appropriate) ● 9.1.4.B.5 earn 21st C 9.2 Career Ready Practices <ul style="list-style-type: none"> ● 9.2.4.A.1 occupations ● 9.2.4.A.2 life roles ● 9.2.4.A.3 non and traditional careers ● ● CRP1 responsible citizen ● CRP3 Personal health ● CRP4 Communicate clearly ● CRP8 Solving problem ● CRP10 career paths ● CRP11 enhance with tech
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	<ul style="list-style-type: none"> ● Student choice ● Think- Pair- Share ● Rubrics ● Varied texts 		
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3 - 5

<p>MODIFICATIONS -SPECIAL NEEDS, 504</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for completing assignments, routine, and behavior ● Extra resources sent home as available 	<p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Extra books/ materials for home. ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Encourage student to look over work ● Provide regular parent/ school communication ● Establish expectations for routine, behavior, academics 	<p>GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Use advanced supplementary / reading materials ● Use of authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics. ● Tiered reading materials 	<p>ELL Modifications</p> <ul style="list-style-type: none"> ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one word answers ● Be ready to give additional instructions on complex tasks ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words ● Provide extra time as necessary ● Provide graphic organizers ● Provide an ELL dictionary ● Provide books on tape or CD ● Provide wall charts of key concepts ● Provide a word wall ● Provide models of docs such as Homework, projects
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Art -- BAND 6 - 8

PACING GUIDE

Unit 1 Generating and conceptualizing ideas (1.5.8.Cr1a, 1b)	3 days
Unit 2 Organizing and developing ideas (1.5.8.Cr2a, 2b, 2c)	3 days
Unit 3 Refining and Completing products. (1.5.8.Cr3a)	3 days
Unit 4 Selecting, analyzing, and interpreting work (1.5.8.Pr4a)	3 days
Unit 5 Developing and refining techniques and models or steps needed to create products (1.5.8.Pr5a)	3 days
Unit 6 Conveying meaning through art (1.5.8.Pr6a)	4 days
Unit 7 Perceiving and analyzing products (1.5.8.Re7a, 7b)	3 days
Unit 8 Interpreting intent and meaning (1.5.8.Re8a)	3 days
Unit 9 Applying criteria to evaluate products (1.5.8.Re9a)	3 days
Unit 10 Synthesizing and relating knowledge and personal experiences to create products (1.5.8.Cn10a)	4 days
Unit 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding (1.5.8.Cn11a, 11b)	4 days

1.5 Art Standards by the End of Grade 8

6 - 8

CREATING

PERFORMANCE EXPECTATIONS Practice: Explore	Generating and conceptualizing ideas <ul style="list-style-type: none">• 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.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
PERFORMANCE EXPECTATIONS Practice: Investigate	Organizing and developing ideas <ul style="list-style-type: none">• 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.• 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.• 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
PERFORMANCE EXPECTATIONS Practice: Reflect, Refine, Continue	Refining and Completing Products <ul style="list-style-type: none">• 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

PRESENTING

PERFORMANCE EXPECTATIONS Practice: Analyze	Selecting, analyzing, and interpreting works <ul style="list-style-type: none">• 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
PERFORMANCE EXPECTATIONS Practice: Select	Developing and refining techniques and models or steps needed to create products <ul style="list-style-type: none">• 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

PERFORMANCE EXPECTATIONS Practice: Share	Conveying meaning through Art <ul style="list-style-type: none"> • 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
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Responding

PERFORMANCE EXPECTATIONS Practice: Perceive	Perceiving and analyzing products <ul style="list-style-type: none"> • 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 contexts of visual arts and how they influence ideas and emotions.
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PERFORMANCE EXPECTATIONS Practice: Interpret	Interpreting intent and meaning <ul style="list-style-type: none"> • 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.
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PERFORMANCE EXPECTATIONS Practice: Analyze	Applying Criteria to evaluate products <ul style="list-style-type: none"> • 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 evaluating artwork.
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Connecting

PERFORMANCE EXPECTATIONS Practice: Synthesize	Synthesizing and relating knowledge and personal experiences to create products <ul style="list-style-type: none"> • 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
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PERFORMANCE EXPECTATIONS Practice: Relate	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding <ul style="list-style-type: none"> • 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.
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6 - 8

Interdisciplinary Connections		
MATH <ul style="list-style-type: none"> ● Measurement as applies to artwork ● Geometric shapes for design 	ELA <ul style="list-style-type: none"> ● Research of art periods in history ● Research of how history changed artistic periods ● Research of stylistic art creations ● 	SOCIAL STUDIES Historical periods as applies to art

6 - 8

MATERIALS and RESOURCES: <ul style="list-style-type: none"> ● Artists' materials (paper, crayons, pencils, scissors, etc) ● Artists' tools 	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none"> ● Reinforcing effort ● Provide recognition ● Cooperative learning ● Cues, Questions, Organizers ● Orally Summarizing ● Generating & testing hypotheses ● Student practice ● Individualized instruction ● Effective feedback ● Presenting learning goals/ objectives ● Authentic learning ● Adapting to learning styles ● Conferencing ● Activate prior knowledge ● Investigations ● Flexible classrooms ● Graphic organizers ● Identifying similarities and differences ● Learning centers ● Modeling ● Music/ songs ● Peer teaching ● Project -based learning ● Reading aloud 	Technology Connections Technology to enhance the learning process. Technology to heighten level of performance 8.1.5.A.1 digital tools 8.1.5.A.3 graphic organizer 8.1.5.D.1 copyright law 8.1.5.D.3 cyber safety 8.1.5.D.4 digital citizenship 8.1.5.E.1 accuracy of electronic sources 8.1.5.F.1 apply digital tools for data	21st C 9.1 Finance <ul style="list-style-type: none"> ● 9.1.4.B.1 needs/ wants ● 9.1.4.B.2 financial goals (age appropriate) ● 9.1.4.B.5 earn 21st C 9.2 Career Ready Practices <ul style="list-style-type: none"> ● 9.2.4.A.1 occupations ● 9.2.4.A.2 life roles ● 9.2.4.A.3 non and traditional careers ● ● CRP1 responsible citizen ● CRP3 Personal health ● CRP4 Communicate clearly ● CRP8 Solving problem ● CRP10 career paths ● CRP11 enhance with tech
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	<ul style="list-style-type: none"> ● Sharing opinions ● Student choice ● Think- Pair- Share ● Rubrics ● Varied texts 		
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6 - 8

<p>MODIFICATIONS -SPECIAL NEEDS, 504</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for completing assignments, routine, and behavior ● Extra resources sent home as available 	<p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Extra books/ materials for home. ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Encourage student to look over work ● Provide regular parent/ school communication ● Establish expectations for routine, behavior, academics 	<p>GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Use advanced supplementary / reading materials ● Use of authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics. ● Tiered reading materials 	<p>ELL Modifications</p> <ul style="list-style-type: none"> ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one word answers ● Be ready to give additional instructions on complex tasks ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words ● Provide extra time as necessary ● Provide graphic organizers ● Provide an ELL dictionary ● Provide books on tape or CD ● Provide wall charts of key concepts ● Provide a word wall ● Provide models of docs such as Homework, projects
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RESOURCES

Materials & Resources, Interdisciplinary Connections, Technology, Pacing - Included at each grade level

[SEL Competencies](#)

[Amistad](#)

[Holocaust](#)

[Italian American Heritage](#)

ASSESSMENTS: Formative, Summative, Benchmark

REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

APPENDIX

[New Jersey Statutes and Regulations](#)

[Ogdensburg Borough School District Policies and Regulations](#) (Type “Curriculum” in the search bar)

[OBSD Policy and Regulations Synopsis](#)

Administrative Code¹

New Jersey Administrative Code Summary and Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)2](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[From NJDOE :](#) Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

¹ <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Dissection Law

[N.J.S.A. 18A:35-4.25](#) and [N.J.S.A. 18A:35-4.24](#) authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[Climate Change](#)

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

