

How do artists use technology to create art?

**Quinton Township School District**  
**Art**  
**Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

**Technology**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	What do artists do?	<b>Pacing:</b>	10 days
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**Unit Summary:** Students will experience a variety of art materials and learn how to use them properly.

**Objectives:**

Week 1: Drawing SWBAT to describe how artists get ideas and experiment with basic art tools.

Week 2: Drawing SWBAT identify art element line and practice drawing different kinds of line

Week 3: Drawing SWBAT use line to create shapes

Week 4: Drawing SWBAT use line and shape to create artwork of choice

Week 5: Collage SWBAT demonstrate cutting skills to cut a variety of shapes

Week 6: Collage SWBAT demonstrate correct use of a variety of adhesives

Week 7: Collage SWBAT create a collage using a variety of shapes

Week 8: Painting SWBAT demonstrate correct use of paintbrush and watercolor paint

Week 9: Painting SWBAT combine drawing and painting to create artwork of choice

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**Essential Questions:**How do artists work? How do artists use and care for art materials? What is line? What is shape? How do artists use technology?

**Common Core State Standards/Learning Targets:**

1.5.2.Cr2a:

1.5.2.Cr2b:

1.5.2.Cr1a:1.5.2.Cr1b.

8.1

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p><b>Week 1:</b> Group discussion on the topic of What is Art and how artists get ideas. Tour of the art room to see where tools are stored. Experiential learning with basic art tools</p> <p><b>Week 2</b> All kinds of lines. Students use a variety of art materials to create 5 kinds of lines: Straight, curved, zig zag, curly dotted lines.</p> <p><b>Week 3</b> Shapes. Students identify basic shapes geometric: circle, square, triangle, rectangle. Students draw using templates to create images from shapes.</p> <p><b>Week 4</b> Choice art using line and shape. Students use prior learning of line and shape to create art work of choice.</p> <p><b>Week 5</b> Introduction to collage. Cutting shapes, gluing down</p> <p><b>Week 6</b> Planning a collage, designing, arranging shapes</p> <p><b>Week 7</b> Completing and sharing</p>	<p>Art supplies are school provided. Art centers organized by teacher.</p> <p>The Line Song by Scratch Garden Fine art prints.</p> <p>When a Line Bends a Shape Begins. Geometric templates shape chart. fine art prints or artists who use shape in their work.</p> <p>Fine art images of artists who use shape. Cubist art, geometric art, Mondrian, Kandinsky, Klee, Fanny Sanin</p> <p>Teacher created visual aid. youtube video</p> <p>Matisse prints of his cut out work.</p>	<p>Instructional materials include: crayons, markers, watercolor paint scissors, glue, assorted papers. Fine art prints teacher made signs.</p> <p>drawing materials, templates, paper.</p> <p>Drawing materials templates, papers</p> <p>assorted papers and adhesives ( glue stick, white glue)</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Google Applications</li> </ul> <p>Google image search</p> <p>Google images</p> <p>Youtube markpaperscissors Met kids Matisse for kids</p>
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<p><b>Week 8</b> how to use watercolor paint: brush cleaning, clean up procedures .</p>	<p>Teacher made video on how to use watercolor paint</p>	<p>liquid watercolor paint. brushes, paper towels paper</p>	
<p><b>Week 9</b> Drawing and painting. How to combine drawing with a sharpie and watercolor paint to create art of choice or on a theme.</p>	<p>Teacher created example, demonstration.</p>	<p>Liquid watercolor paint sharpie marker heavy weight paper.</p>	

<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Completed projects</p> <p><b>Suggested skills to be assessed:</b> Fine motor skills, proper art tool use, following directions</p>

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Differentiation			
Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

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<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none"><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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### Kindergarten Art

#### Pacing Chart/Curriculum MAP

<b>Marking Period:</b>	2	<b>Unit Title:</b>	How do artists work?	<b>Pacing:</b>	Weekly
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**Unit Summary:** Students will develop skill in a variety of art processes: painting, drawing, collage, printmaking, assemblage.

**Objectives:**

- Week 1: SWBAT define printmaking and use non traditional tools to create prints
- Week 2: SWBAT use mixed media to complete a printed image/shape
- Week 3 SWBAT create prints using their fingers and added line
- Week 4 SWBAT create a stamp using foam and cardboard
- Week 5 SWBAT develop stamping skills using a variety of ink and water based markers
- Week 6 SWBAT create an edition of stamped images.
- Week 7 SWBAT demonstrate monoprinting technique
- Week 8 SWBAT demonstrate oil pastel application techniques including blending
- Week 9 SWBAT Create an oil pastel drawing based on a story
- Week 10 SWBAT combine oil pastel and watercolor paint to create watercolor resist

**Essential Questions:** How many ways can we make a printed image? What is a resist painting? How do artists use technology to create art?

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**Common Core State Standards/Learning Targets:**

1.5.2.Cr2a: 1.5.2.Cr2b: 1.5.2.Cr1a:  
 1.5.2.Cr1b: **8.1**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b>Week 1:</b>Group discussion on printmaking. What is a print? How to use everyday items to make a print?</p> <p><b>Week 2 :</b>Combine printmaking with dry media or watercolor paint to make a mixed media picture</p> <p><b>Week 3</b> Fingerprinting using markers.</p> <p><b>Week 4 :</b>Create a collagraph printing plate from foam and other found objects</p> <p><b>Week 5:</b> Practicing the printing process with water based ink or markers</p> <p><b>Week 6</b> Create a series of printed images that are altered using dry</p>	<p>Teacher made video, youtube video, prints from Jim Dine, Elizabeth Catlett and other printmakers.</p> <p>Collagraph videos, teacher made example</p>	<p>Found objects, acrylic paint, various papers</p> <p>Printed papers, watercolor paint</p> <p>Water based markers sharpie markers Cardboard foam, found objects, glue, art papers</p> <p>Foam cardboard water based markers paper</p> <p>Pre made prints, color pencil sharpie markers</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>



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<p>media</p> <p><b>Week 7</b> Use gel plates or acetate to create a monoprint.</p> <p><b>Week 8</b> Use oil pastel to create a monoprint</p> <p><b>Week 9</b> use oil pastel to create a drawing based on a story</p> <p><b>Week 10</b> combine oil pastel and watercolor paint to create a resist painting.</p>		<p>Acetate sheets, gelli plates, acrylic paint , assorted papers</p> <p>Oil pastel, paper, pencil or pen, printed image.</p> <p>Pre made oil pastel monoprint, watercolor paint and watercolor pencils</p>	
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Formative : View for Understanding</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b>Use of tools, clean up procedures, completed project, time on task</p>

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Differentiation			
Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated</li> </ul>

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<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"><li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
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**Quinton Township School District  
Kindergarten Art**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3rd	<b>Unit Title:</b>	Sculpture	<b>Pacing:</b>	Weekly
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**Unit Summary:** Introduction to three dimensional art including relief, sculpture, architecture

**Objectives:** Week 1: Students will be able to identify sculpture as different from painting and drawing.  
Week 2: Students will use cardboard to create a bas relief sculpture  
Week 3: Students will combine painting with sculpture to create painted cardboard sculpture of choice  
Week 4: Students will be able to demonstrate attachment techniques to create 3 dimensional sculpture  
Week 5: Students will create 3 dimensional; sculpture using cardboard  
Week 6: Students will combine painting and sculpture to create a painted cardboard sculpture  
Week 7: Students will be able to identify an architect as a person who designs buildings  
Week 8: Students will use building materials of choice to create a temporary building.  
Week 9: Students will identify clay as a plastic sculpture material. different from other sculpture materials  
Week 10: Students will use air dry clay to create sculpture of choice

**Essential Questions:** What is sculpture? What materials do sculptors use? What do architects do? How do artists use technology to create art?

**Common Core State Standards/Learning Targets:** Visual and Performing Arts  
1.5.2.Cr2a



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<p><b>Week 8</b> Work in building centers to create temporary buildings</p>	<p>teacher made building handout and challenge cards</p>	<p>Wood blocks, magna tiles, legos keva planks</p>	
<p><b>Week 9</b> Work with air dry clay to practice clay sculpture techniques</p>	<p>Teacher demonstration</p>	<p>Air dry clay and toothpicks or wire.</p>	
<p><b>Week 10</b> Work with air dry clay to create sculpture of choice.</p>	<p>Teacher demonstration</p>		

<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Formative assessment: View for Understanding</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Use of tools, clean up procedures, completed project, time on task</p> <p><b>Suggested skills to be assessed:</b> Use of tools, clean up procedures, completed project, time on task</p>

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Differentiation			
Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

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<p>instructional practices.</p> <ul style="list-style-type: none"><li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
Kindergarten Art**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Working in Centers	<b>Pacing:</b>	Weekly
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**Unit Summary:** Introduction to working in centers/teaching for artistic behavior

**Objectives:**  
Week 1 SWBAT demonstrate drawing center procedures  
Week 2 SWBAT demonstrate a variety of drawing center materials and tools.  
Week 3 SWBAT demonstrate how to gather and return materials from the drawing center.  
Week 4 SWBAT demonstrate collage center procedures  
Week 5 SWBAT demonstrate a variety of collage techniques  
Week 6 SWBAT demonstrate modified painting center procedures  
Week 7 SWBAT demonstrate how to use a variety of painting center tools  
Week 8 SWBAT choose a center ( drawing, painting, collage), gather materials and return them following practiced procedures  
Week 9 SWBAT choose a center ( drawing, painting, collage), gather materials and return them following practiced procedures.  
Week 10 SWBAT discuss peer artwork in an informal critique.

**Essential Questions:** What do artists do? How do artists get ideas? How do artists use technology to create art? How do artists use technology to create art?

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**Common Core State Standards/Learning Targets:** Visual and Performing Arts  
 1.5.2.Cr1 1.5.2.Cr2 1.5.2.Cr3 1.5.2.Re8 **8.1**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b>Week 1:</b> Introduction to all the tools and materials of the drawing center. Practice gathering and returning materials</p> <p><b>Week 2:</b> Draw around the room. students move from table to table each containing a different drawing media. Experiment with a variety of drawing tools</p> <p><b>Week 3:</b> Formulate an idea for artwork, gather supplies needed and return to the drawing center following procedure</p> <p><b>Week 4</b> Introduction of all tools and materials in the collage center. Practice gathering and returning supplies</p>	<p>Teacher created drawing center signage, how to draw printouts, books on drawing.</p> <p>Teacher created lists on “what artists draw” observation, imagination, memory, mark making with tools.</p> <p>Teacher created signage of collage techniques</p>	<p>Drawing center materials: Pencils, color pencils markers, oil pastels, crayons art papers templates drawing guides</p> <p>Assorted papers, magazines, glues,</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul> <p>Video: marcpaperscissors</p>



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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress: View for Understanding</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Completed projects</b></p> <p><b>Suggested skills to be assessed:</b> <i>Following directions, completing projects, classroom collaboration skills,</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize</li> </ul>

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<p>necessary.</p> <ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<p>and spring</p> <ul style="list-style-type: none"> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>as appropriate.</p> <ul style="list-style-type: none"><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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