

BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL  
ART DEPARTMENT**

**FOUNDATIONS OF ART**  
**Grade 6**

Curriculum Guide

**Date: September 2017**  
**Updated: December 2019**

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This curriculum may be modified through varying techniques,  
strategies, and materials, as per an individual student's  
Individualized Education Plan (IEP).

Approved by the Berkeley Heights Board of Education  
at the regular meeting held on 12/5/19.

## **VISION STATEMENT**

The global economy of the 21st century requires that students be able to think creatively. Creativity is a driving force in the global economy. The workforce of the 21st century needs to apply unconventional ideas, new technologies, and new ways of thinking to their world and to their participation in the global economy. In addition, they will need to have an understanding of themselves and the world around them, and to be able to organize and express their thoughts and feelings.

Art education is, therefore, an integral part of the school curriculum. The production of visual arts encourages students to develop creative and critical decision-making skills, as well as creative problem-solving skills, production skills, and technology-based skills. It helps students to develop values and provides them with an understanding of the past, present and future.

Additionally, the goal of art education is to help students achieve a better understanding, of themselves and their world, by using visual materials. Human beings have the basic need to organize their thoughts and feelings. They want to make sense of their experiences and order their ideas. They do this in a number of practical, scientific, and artistic ways. The arts are different from other means of doing this, because in art it is important to consider the expressive qualities of form.

Visual art experiences lead us to a more developed self through exploration and growth personally, socially, and culturally contributing to a sense of identity and fulfillment. An aesthetically aware person is more prepared to contribute positively to society. It is imperative that we realize the impact that visual stimuli exert. Study in the visual arts teaches students to shape and build an aesthetically sound future in a highly technical society, participate more fully in a diverse society, and express and evaluate the human condition.

## **MISSION STATEMENT**

The visual arts middle school elective classes unite the areas of observation, the acquisition of knowledge, with the development of skills in order for the student to produce increasingly sophisticated works of art. The visual arts curriculum emphasizes the major areas from the New Jersey Student Learning Standards for Visual and Performing Arts including aesthetics, history, critiquing, and the process of creating. The curriculum also helps students build 21st century skills and addresses the CTE standards for New Jersey.

In the Middle School Foundations of Art class, the students will be introduced to a wide-range of techniques used in drawing, painting, printmaking, sculpture, crafts, and technology. Students will develop perception, communication, and critical-thinking skills. Learning about artists, art movements, art vocabulary, and art in society are integral parts of the program. Through experiences in visual art, students will explore the past, communicate ideas, express feelings, and develop respect for the values, attitudes, and beliefs of others.

Utilizing the elements and principles of design, the student will be able to communicate knowledge, skills, and usage of basic art vocabularies, materials, tools, techniques, and methods in each of the disciplines. Students will demonstrate a willingness to discuss a variety of art and formulate personal responses. Students make connections between the visual arts and other disciplines. Additionally, through individual and group involvement, students will engage in observation, analysis, and evaluation of their work and the work of others.

## **COURSE PROFICIENCIES**

### **COURSE OBJECTIVES**

1. To develop both creative and critical-thinking skills
2. To develop self-expression using skills as a visual artist
3. To develop an understanding of art concepts and techniques
4. To develop an awareness of how art impacts and reflects society and cultures
5. To develop the ability and confidence to critique your work and the work of others
6. To develop an appreciation of history and its impact on artists and the periods in which they work
7. To develop an awareness of careers in the visual arts and develop organizational and problem-solving skills
8. To develop, reinforce, and practice safe work habits
9. To develop an awareness and understanding of technology and its uses, as well as other tools within the visual arts
10. To develop the ability to work cooperatively, as well as to demonstrate respect and appreciation for the uniqueness of others

## **STUDENT PROFICIENCIES**

The student will be able to:

1. Become a creative problem-solver
2. Use and recognize the principles and elements of design within a work of art
3. Observe, analyze, and discuss their work and the work of others
4. Appreciate and take pride in their work
5. Identify the abilities that are important in various art-related careers
6. Appreciate and utilize the capability of technology in the visual arts
7. Work cooperatively with others during class and in small group activities
8. Recognize and appreciate variety/diversity in the work of others

## **METHODS OF EVALUATION**

### **Students will be evaluated in a number of ways:**

1. Completion of projects/assignments.
2. Class participation/performance.
3. Quality of work compatible with established criteria.
4. Teacher observations.
5. Appropriate use of tools and materials.
6. Student/teacher collaborative conferencing based on criteria established for each project.
7. Oral and written reflections.
8. Portfolio assessment. (hard copy, examples, digital)

### **Additional Factors:**

1. Attention/involvement in instruction.
2. Completion of assignments within established time frame.
3. Ability to work with others.
4. Initiative and responsibility.
5. Accomplishment of long-range expectations.

### **Categories of Assessment:**

1. Creating and Producing Art – hands-on application process and/or product.
2. Elements and Principles of Design – recognizing, discussing, and using elements and principles of design.
3. Art Appreciation – critiquing and reflection; exploring artists and art movements; assessing the historical, cultural, and societal influences in art.
4. Understanding and Applying Processes, Media, and Technique – exploring disciplines, materials, techniques and terminology.
5. Connecting Art to Careers and Technology – moving art beyond the classroom and into other disciplines.

## **MODIFICATIONS & ACCOMMODATIONS**

**Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:**

### **Special Education**

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities

- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### **Gifted & Talented**

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities

- Student choice

### **ELLs**

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides

- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### **504s**

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers

- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### **Students at Risk of Failure**

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**The student will be able to:**

<b>Standards</b>	<b>Course Outline/Student Objectives</b>
<p><b>Standards:</b> 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5 <b>Technology:</b> 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 <b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 <b>Cross-Curricular:</b> NJSLSA.R7; RH.6-8.2; RH.6-8.9</p>	<p><b>Duration:</b> 7 weeks</p> <p>I. Elements Of Design -</p> <p>A. Understanding of Line</p> <ol style="list-style-type: none"> <li>1. Recognize different kinds of lines (i.e., straight, wavy, zigzag, dotted, curly)</li> <li>2. Draw different kinds of lines (i.e., straight, wavy, zigzag, dotted, curly)</li> <li>3. Use rough, smooth, thick, and thin lines</li> <li>4. Use lines in a variety of ways (i.e., divider, maker of shapes, perspective, decorative quality, impact on composition, create shadow)</li> </ol> <p>B. Color</p> <ol style="list-style-type: none"> <li>1. Recognize red, blue, yellow, green, orange, purple, brown, black, and white</li> <li>2. Make lighter by adding white, darker by adding black</li> <li>3. Mix primary colors to get secondary colors</li> <li>4. Identify primary colors</li> <li>5. Identify secondary colors</li> <li>6. Predict results of mixing primary colors</li> <li>7. Use color schemes               <ol style="list-style-type: none"> <li>a. analogous</li> <li>b. tertiary/intermediate</li> <li>c. complementary</li> <li>d. monochromatic</li> </ol> </li> <li>8. Emotional impact of color schemes</li> </ol> <p>C. Value</p> <ol style="list-style-type: none"> <li>1. Create tints and shades</li> <li>2. Create shading</li> </ol> <p>D. Space</p> <ol style="list-style-type: none"> <li>1. Negative and positive space</li> <li>2. Overlapping</li> <li>3. Foreground, middle ground, and background</li> <li>4. Perspective</li> </ol>
<p><b>Standards:</b> 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5 <b>Technology:</b> 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 <b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 <b>Cross-Curricular:</b> NJSLSA.R7; RH.6-8.2; RH.6-8.9</p>	<p><b>Duration:</b> 7 weeks</p> <p>II. Principles Of Art</p> <p>A. Composition</p> <p>B. Balance</p> <ol style="list-style-type: none"> <li>1. Symmetry</li> <li>2. Asymmetry</li> </ol> <p>C. Contrast</p> <p>D. Variety</p> <p>E. Emphasis</p> <p>F. Unity</p> <p>G. Rhythm</p>

<p><b>Standards:</b> 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5 <b>Technology:</b> 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 <b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 <b>Cross-Curricular:</b> NJSLSA.R7; RH.6-8.2; RH.6-8.9;</p>	<p><b>Duration:</b> 10 weeks</p> <p>III. Creating And Producing Art</p> <ul style="list-style-type: none"> <li>A. Develops fine and gross motor skills</li> <li>B. Demonstrates use of elements or principles of art in own work</li> <li>C. Works collaboratively on employing elements or principles of art</li> <li>D. Uses a variety of themes</li> <li>E. Demonstrates the flexibility to revise and reflect on work throughout the creation process</li> </ul>
<p><b>Standards:</b> 1.4.8.A.1; 1.4.8.A.2; 1.4.8.A.3; 1.1.8.D.1; 1.4.8.B.2 <b>Technology:</b> 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 <b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 <b>Cross-Curricular:</b> NJSLSA.R7; RH.6-8.2; RH.6-8.9; 6.2.8.D.4.g</p>	<p><b>Duration:</b> 10 weeks</p> <p>IV. Aesthetics And Critique</p> <ul style="list-style-type: none"> <li>A. Describes Works of Art <ul style="list-style-type: none"> <li>1. Subject</li> <li>2. Medium</li> <li>3. Style</li> </ul> </li> <li>B. Analyze <ul style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Elements or principles of design</li> <li>3. Meaning, mood, and symbolism of artist</li> </ul> </li> <li>C. Evaluate <ul style="list-style-type: none"> <li>1. Form personal opinion</li> <li>2. Evaluate opinions of others <ul style="list-style-type: none"> <li>a. cultural</li> <li>b. historical</li> <li>c. societal</li> </ul> </li> <li>3. Apply constructive criticism techniques in the classroom <ul style="list-style-type: none"> <li>a. critique own work</li> <li>b. critique work of other students and artists</li> </ul> </li> </ul> </li> </ul>
<p><b>Standards:</b> 1.2.8.A.2; 1.2.8.A.3; 1.2.8.A.1; 1.1.8.D.2; 1.4.8.A.6 <b>Technology:</b> 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 <b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 <b>Cross-Curricular:</b> NJSLSA.R7; RH.6-8.2; RH.6-8.9; 6.2.8.D.4.g</p>	<p><b>Duration:</b> Ongoing</p> <p>V. Art Appreciation</p> <ul style="list-style-type: none"> <li>A. Art and Culture as a Universal Language <ul style="list-style-type: none"> <li>1. Compare and contrast themes</li> <li>2. Art as a recorder of events</li> </ul> </li> <li>B. Historical Connections <ul style="list-style-type: none"> <li>1. Art movements</li> <li>2. Artists</li> </ul> </li> <li>C. Art Presentations <ul style="list-style-type: none"> <li>1. Observe, select, and describe a favorite aspect or element of a work of art</li> <li>2. Present completed works of art in exhibition areas outside the classroom</li> </ul> </li> </ul>
<p><b>Standards:</b> 1.3.8.D.6; 1.4.8.B.2 <b>Technology:</b> 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 <b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p>	<p><b>Duration:</b> 2 weeks</p> <p>VI. Technology Literacy</p> <ul style="list-style-type: none"> <li>A. To Develop an Awareness of Technology as Another Resource for Exploring and Enhancing Learning in the Arts <ul style="list-style-type: none"> <li>1. Exposure relating to elements or principles of design</li> <li>2. Artists and styles</li> </ul> </li> <li>B. To Develop the Ability to Problem Solve and Use as a Tool for Decision Making</li> </ul>

<p><b>Cross-Curricular:</b> NJSLSA.R7; RH.6-8.2; RH.6-8.9;</p>	<ul style="list-style-type: none"> <li>1. Locate information</li> <li>2. Support research</li> <li>C. Explore Art Careers <ul style="list-style-type: none"> <li>1. Apply and use of software for visual product</li> <li>2. Use of technology as a tool for art creations</li> </ul> </li> </ul>
<p><b>Standards:</b> 1.4.8.B.3; 1.4.8.A.4 <b>Technology:</b> 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 <b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 <b>Cross-Curricular:</b> NJSLSA.R7; RH.6-8.2; RH.6-8.9;</p>	<p><b>Duration:</b> 2 week; Ongoing</p> <p>VII. Career Education And Consumer, Family, And Life Skills</p> <ul style="list-style-type: none"> <li>A. Participation in Cooperative and Collaborative Activities</li> <li>B. Time Management Relevant to Pacing Work and Deadlines</li> <li>C. Self Motivation and Management <ul style="list-style-type: none"> <li>1. Interpersonal</li> <li>2. Personal</li> </ul> </li> <li>D. Problem Solving</li> <li>E. Research</li> </ul>

## **RESOURCES/ACTIVITIES GUIDE**

### **Books:**

#### Hands-on Culture Series - Walch Publishing (Paperbacks)

Ancient Egypt  
West Africa  
Southeast Asia  
Japan  
Ancient Greece and Rome

#### Getting to Know the World's Greatest Artists Series – by Mike Venezia – Grollier Publishing O’Keeffe, Matisse, Seurat, Da Vinci, Pollack, Chagall, Rockwell, Renoir, Van Gogh, Warhol, Monet, Rembrandt, and Cassatt

#### Native American Crafts Series – Corwin

Northeast and Southwest  
Plains and Plateaus  
Northwest Coastal, Arctic, and Sub-Arctic  
California, the Great Basin and Southwest

#### Frida by Kahol and Frith

#### Hands-on Culture of Mexico and Central America by O’Halloran

#### What Makes a Rembrandt at Rembrandt? by Muhlberger

### **Videos:**

#### Great Artist Series

Picasso Makes Faces  
Matisse in Patterns and Paper  
The Southwest of Georgia O’Keeffe

#### Getting to Know Series

Line in Art  
Shapes and Form in Art  
Color in Art

#### Understanding Painting Series

Approaching a Painting  
Composition and Realism  
Landscape, Seascape  
Portraits, People  
Abstraction, Light and Color

Crystal Production World Folk Art 1 and 2

Elements of Design  
Principles of Design

Dropping in on

Dropping in on Matisse  
Dropping in on Picasso  
Dropping in on Rousseau  
Dropping in on Grant Wood

Who is the Artist Series?

Chagall, Klee, Magritte  
Benton, Hopper, Wood  
Lichtenstein, Thiebaud, Warhol  
Dufy, Gauguin, Matisse  
Degas, Renoir, Cassatt  
Cezanne, van Gogh, Seurat

Behind the Scenes Art Series with Penn and Teller

Balance – Nancy Graves  
Framing the Picture  
Color – Painting  
Drawing

The Art of Seeing – Part 1 and 2

Faith Ringgold – The Last Story Quilt

Crystal Productions World Folk Art 1 and 2

Sculpting with Paper

Paper Weaving

Paper Molas

Paper Mosaics

Sax Arts and Crafts Using Construction Paper

Masks from Many Cultures

Potters of Oaxaca

A Museum for Vincent van Gogh

In a Brilliant Light – van Gogh in Arles

I Want to be an Artist

How to Visit an Art Museum

Acrylic Painting, Getting a Start by Stephen Quiller (Crystal Video)

Basic Perspective Drawing by Gerald Brommer (Crystal Video)

How to Draw by Bruce Blitz

Optical Illusions, How to Create Them by Peggy Flores

### **Websites**

[www.lessonplanspage.com/Art.htm](http://www.lessonplanspage.com/Art.htm)

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.kinderart.com/](http://www.kinderart.com/)

[www.artsonia.com](http://www.artsonia.com)

[www.dickblick.com/lessonplans/](http://www.dickblick.com/lessonplans/)

[www.crayola.com/educators/lessons](http://www.crayola.com/educators/lessons)

[www.sandord-artedventures.com/teach](http://www.sandord-artedventures.com/teach)

[www.amoco/lessons.com](http://www.amoco/lessons.com)

[www.princetonol.com](http://www.princetonol.com)

[www.eduref.org/cgi](http://www.eduref.org/cgi)

[www.getty.edu](http://www.getty.edu)

[www.sansimon.k12.az.us/art](http://www.sansimon.k12.az.us/art)

[www.aartsedge.kennedy-center.org/](http://www.aartsedge.kennedy-center.org/)

[www.coreknowledge.org/CK](http://www.coreknowledge.org/CK)

[www.teach-nology.com/teachers/lessonplana/arts/visual](http://www.teach-nology.com/teachers/lessonplana/arts/visual)

[www.creativeconnections.org](http://www.creativeconnections.org)

[www.artjunction.org](http://www.artjunction.org)

[www.artcyclopedia.com](http://www.artcyclopedia.com)

[www.artchive.com](http://www.artchive.com)

[http://www.metmuseum.org/explore/cezannes\\_apples/splash.html](http://www.metmuseum.org/explore/cezannes_apples/splash.html)

(Interactive Cezanne Website)

[http://www.metmuseum.org/explore/van\\_gogh/intro.html](http://www.metmuseum.org/explore/van_gogh/intro.html)

(Interactive van Gogh website)

[http://www.metmuseum.org/explore/the\\_block/index\\_flash.html](http://www.metmuseum.org/explore/the_block/index_flash.html)

(Interactive Romere Bearden Website)

## **Art Prints**

### Shorewood Thematic Series with Curriculum Guides

Women, Children, Sculpture, Drawing, Non-Objective Art, Still Life, Landscape, Portraits, Seasons, Abstract, Language Arts, Math, Social Studies

Faith Ringgold Quilt Series

Art and Sports Themes with Curriculum Guide