

READINGTON PUBLIC SCHOOL DISTRICT

Grades 6 - 8  
Visual Arts Curriculum 2023

**Authored by:**

Mrs. Dana Pierro, Middle School Art Teacher

**Reviewed by:**

Dr. Stacey Brown, Supervisor of Humanities  
Dr. Jonathan Hart, Superintendent of Schools

**Approval Date:** October 17, 2023

**Members of the Board of Education:**

Carol Hample, President  
Dr. Camille Cerciello, Vice-President  
Jodi Bettermann  
Elizabeth Fiore  
Randall J. Peach  
Carolyn Podgorski  
Michele Mencer  
Jennifer Wolf  
Justina Ryan

Readington Township Public Schools  
52 Readington Road, Whitehouse Station, NJ 08889  
[www.readington.k12.nj.us](http://www.readington.k12.nj.us)

## **I. Purpose and Overview**

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the K-8 curriculum in the 21st century. As we work to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

## **II. Mission**

Empowering students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities will allow them to become active, contributing members of a global society.

## **III. Vision**

All students will have equitable access to a quality arts education that leads to artistic literacy and fluency as a mechanism for:

- 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.

## **IV. Assessment**

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. Evidence of growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, and rubrics. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## **V. Grouping Arrangements**

The K- 8 visual arts program in the Readington Township School District includes:

- **Grades K-5**  
Students attend art classes in grades K-5 by regular heterogeneous classrooms.
- **Grades 6 – 8**  
Students attend art classes in grades 6 – 8 dependent upon the schedule and the student's choice of art class for their particular grade. Classes are heterogeneous.



## VI. K-8 PACING GUIDE

	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade Graphic Design and Studio Art	Eighth Grade Three Dimensional Art and Studio Art	
Unit 1 Sept./ Oct.	Principle of Design- Movement (Developing)	Ongoing Development of Mixed Media, Print-Making, 3-D Forms, and/or Paper Crafts	Collaborative Art	Elements of Art and Principles of Design	Graphic Design: Introduction to Photopea Tools	3D Class: Clay Sculptures- Utilization of All Modeling Techniques	
Unit 2 Oct./ Nov.	Elements of Art-Space (Introduce)	Expanding upon Principles and Elements of Design based upon master artists and their specific techniques	Sketchbook and Critiquing— Development of art skills and practices needed for middle school and beyond (ongoing)		Studio: 3D Relief Art	Studio: Clay Sculptures- Utilization of All Modeling Techniques	
Unit 3 Nov./ Dec.	Ongoing Development of Principles and Elements of Design			3D Sculpture Mini Unit and Pen and Pencil Drawing Mini Unit	Graphic Design: Photopea Techniques	3D Class: Sculpture and Mixed Media	
						Studio: Perspective Drawings	Studio: Portraits & Painting
Unit 4 Jan.	Exploratory art using various mediums	Expanding upon Principles and Elements of Design based upon master artists and their	Mastering the use of various mediums and studying various art movements and their relevance to our society and other cultures	Negative and Positive Space	Graphic Design: Implementing Photopea Tools and Techniques Tools Techniques		
						Studio: Portraits	
Unit 5 Feb./ Mar.	Exploratory art using various mediums			Repeat above with next semester	Repeat above with next semester	Repeat above with next semester	
Unit 6 Mar./	Introduce Mixed Media,						

Apr.	Printmaking, 3-D Forms and/or Paper Crafts	specific technique				
Unit 7 May/ June	Continue Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts					

## VII. Art Course Descriptions for Grades 6-8

A choice of arts disciplines are available for students in grades 6-8. The visual arts courses are described below.

Grade 6 Studio Art 6 Units 1 & 2: Elements of Art and Principles of Design	
Desired Results	
<p><b>Established Goals:</b></p> <p><b>Anchor Standard 1: Generating and conceptualizing ideas.</b></p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p> <p>1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>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.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p><b>Anchor Standard 2: Organizing and developing ideas.</b></p> <p>1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.</p> <p>1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>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.</p> <p>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.</p> <p><b>Anchor Standard 3: Refining and completing products.</b></p> <p>1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.</p> <p>1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.</p> <p>1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.</p>	

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

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.

**Understandings:**

- The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Essential Questions:**

- How does engaging in creating media artworks enrich people's lives?
- How does making media artworks attune people to their surroundings?
- How do media artworks contribute to an awareness and understanding of our lives and communities?

**Students will know/learn...**

- The distinct characteristics of different art historical styles.
- The relationship between various art historical styles or periods and contemporary forms.
- The use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Creative processes used in problem solving.
- The cultural and historical development of art, technology and the importance of both in daily life.
- The relationship between an artist and his culture.
- How various artists visualize the same concepts differently.
- The basis for impressionism, expressionism, surrealism, folk art, pop and op art.
- To appreciate the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.
- How the visual arts relate to other subject areas.
- Specific artworks and techniques utilized by master artists. (LGBTQ & Disabilities)
- Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Care for various art supplies and tools.

**Students will be able to...**

- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Develop a knowledge of color theory.
- Use appropriate techniques for various media.
- Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).
- Develop a visual vocabulary that includes expressive work.
- Use tools and equipment safely.
- Use technology in the production process when applicable or desired.

- Know and compare the characteristics of artworks in various eras and cultures. (Holocaust)
- Describe and place a variety of art objects in historical and cultural contexts.
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Use multi-cultural art forms to create original compositions.
- Recognize the distinct characteristics of different art historical styles.
- Recognize the relationship between various art historical styles or periods and contemporary forms.
- To use current technology.
- Define and discuss various art forms and styles.
- How to use current technology to enhance their understanding of principles of art.
- Develop an understanding of how the visual arts relate to other subject areas.
- Use their sketchbooks for preliminary drawing to assist in the development of their ideas and concepts, as well as their art skills and is a work in progress.
- Use the elements of line, shape, space, value, texture, and color in the creation of artwork.
- Use balance, harmony, variety, movement, proportion and unity to create design.
- Know and use primary, secondary, and intermediate colors.
- Be able to mix secondary and tertiary colors.
- Demonstrate basic painting techniques.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Compare and contrast the influence of African art and Picasso and other modern artists' work. (Amistad)
- Discuss artwork that utilizes computers, videos, digital cameras or other forms of technology.
- Create personal work that communicates emotion through the use of exaggeration, abstraction, and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Compare artwork in terms of theme and style.
- Compare and contrast African American art styles. (Amistad)
- Create artwork that involves academic and/or special area subjects.
- Critique famous works of art throughout history and articulate their preference using vocabulary learned.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Apply knowledge of color theory.
- Use appropriate techniques for various media.
- Develop a visual vocabulary that includes expressive work.
- Understand how various artists visualize the same concepts differently.
- Appreciate a variety of art forms from different cultures and eras.
- Define and discuss various art forms and styles.
- Create a work of art utilizing the elements of line, shape, space, value, texture, and color purposefully while utilizing the principles of design.
- Use the primary, secondary, and intermediate colors in a work of art to evoke an emotion or express an idea.
- Create the secondary and tertiary colors through color mixing.
- Demonstrate painting techniques to create texture, depth and details.
- Make connections with information learned with new challenges as the class progresses.

<ul style="list-style-type: none"> <li>• Creatively solve a design challenge.</li> <li>• Deepen their understanding of how the elements of art relate to the principles of design, balance, movement and proportions when creating a sculpture.</li> <li>• Compare and contrast the characteristics of artworks in various eras and cultures.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b> Activity: Students will articulate and discuss key elements concerning their art and the process of creating it. Then write reflections about projects as well as the process.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Demonstrate creativity and innovation. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</b> Activity: Students produce their own ideas while staying within the parameters of the assigned project (choosing a subject, a position for their sculpture, color schemes, etc.).</p> <p><b>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</b> Activity: Students discuss their ideas and assist each other in the process and articulation of the proper techniques for each medium. Then they will reflect upon how these skills will be useful during interactions that occur in the workplace.</p> <p><b>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</b> Activity: When sketching, allow for the creative process to take over when unintended results occur to make them part of the evolving planning process.</p>	
<b>Computer Science and Design Thinking</b>	
<p><b>Impacts of Computing: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</b> Activity: Use of Chromebooks for understanding and utilization of the internet to meet specific imagery needs.</p>	
<b>Assessment Evidence</b>	
<b>Formative:</b> <ul style="list-style-type: none"> <li>• Pre-assessment</li> <li>• Self-evaluation</li> <li>• Student/ Teacher Check-ins</li> <li>• Classroom Polls</li> <li>• Effort</li> <li>• Class Discussion</li> <li>• Watercolor project</li> <li>• Oil pastel project</li> <li>• Any other single or mixed media project</li> <li>• Exit Ticket</li> </ul>	<b>Benchmark:</b> <a href="#">Project Rubric</a> 2-3 times a semester  <b>Alternative:</b> Sketch assignments

<b>Summative:</b> <ul style="list-style-type: none"> <li>Final Projects <ul style="list-style-type: none"> <li>Project with 2 to 3 media involved</li> <li>Watercolor Painting</li> </ul> </li> <li>Drawing- Pre &amp; Post drawing assessment</li> <li>Rubric</li> </ul>	
<b>Resources</b>	
<b>Core Materials:</b> <i>The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence</i> by Trevor Andrew Bryan  <b>Supplemental Materials:</b> <a href="http://www.theartofed.com">www.theartofed.com</a> <a href="http://www.incredibleart.org">www.incredibleart.org</a> <a href="http://www.theartofeducation.edu">www.theartofeducation.edu</a> <a href="http://www.getty.edu">www.getty.edu</a> Subject-specific leveled texts are available in school bookrooms and classroom libraries  <b>Technology:</b> Digital photography and internet for reference	

<b>Grade 6</b> <b>Studio Art 6</b> Unit 3: 3D Sculpture Mini Unit and Pen and Pencil Drawing
<b>Desired Results</b>
<b>Established Goals:</b> <b>Anchor Standard 1: Generating and conceptualizing ideas.</b> 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 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.  <b>Anchor Standard 2: Organizing and developing ideas.</b> 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. 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.



**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

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.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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.



**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

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.

**Understandings:**

- Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.
- 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.

**Essential Questions:**

- 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 methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?

	<ul style="list-style-type: none"> <li>• What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• The distinct characteristics of different art historical styles.</li> <li>• The relationship between various art historical styles or periods and contemporary forms.</li> <li>• The use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.</li> <li>• Creative processes used in problem solving.</li> <li>• The cultural and historical development of art, technology and the importance of both in daily life.</li> <li>• The relationship between an artist and his culture.</li> <li>• How various artists visualize the same concepts differently.</li> <li>• How the visual arts relate to other subject areas.</li> <li>• The differences between additive and subtractive methods of sculpture, and how each of these techniques helps them develop and construct their sculpture.</li> <li>• Specific artworks and techniques utilized by master artists.</li> <li>• Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.</li> <li>• Care for various art supplies and tools.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.</li> <li>• Use appropriate techniques for various media.</li> <li>• Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).</li> <li>• Develop a visual vocabulary that includes expressive work.</li> <li>• Use tools and equipment safely.</li> <li>• Use technology in production process when applicable or desired.</li> <li>• Know and compare the characteristics of artworks in various eras and cultures.</li> <li>• Describe and place a variety of art objects in historical and cultural contexts.</li> <li>• Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.</li> <li>• Use multi-cultural art forms to create original compositions.</li> <li>• Recognize the distinct characteristics of different art historical styles.</li> <li>• Recognize the relationship between various art historical styles or periods and contemporary forms.</li> <li>• To use current technology.</li> <li>• Define and discuss various art forms and styles.</li> <li>• How to use current technology to enhance their understanding of principles of art.</li> <li>• Develop an understanding of how the visual arts relate to other subject areas.</li> <li>• Use their sketchbooks for preliminary drawing to assist in the development of their ideas and concepts, as well as their art skills and is a work in progress.</li> <li>• Use the elements of line, shape, space, value, texture, and color in the creation of artwork.</li> <li>• Use balance, harmony, variety, movement, proportion and unity to create design.</li> <li>• Know and use primary, secondary, and intermediate colors.</li> <li>• Be able to mix secondary and tertiary colors.</li> <li>• Select appropriate tools and equipment.</li> <li>• Follow all safety precautions.</li> <li>• Discuss artwork that utilizes computers, videos, digital cameras or other forms of technology.</li> <li>• Use technology to research and expand their knowledge of art.</li> <li>• Discuss visual problems and solutions using appropriate terminology.</li> <li>• Discuss how technology has affected the production and reproduction of art.</li> <li>• Compare artwork in terms of theme and style.</li> <li>• Create artwork that involves academic and/or special area subjects.</li> </ul>	

<ul style="list-style-type: none"> <li>● Critique famous works of art throughout history and articulate their preference using vocabulary learned.</li> <li>● Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.</li> <li>● Use appropriate techniques for various media.</li> <li>● Develop a visual vocabulary that includes expressive work.</li> <li>● Understand how various artists visualize the same concepts differently.</li> <li>● Appreciate a variety of art forms from different cultures and eras.</li> <li>● Define and discuss various art forms and styles.</li> <li>● Create a work of art utilizing the elements of line, shape, space, value, texture, and color purposefully while utilizing the principles of design.</li> <li>● Use the primary, secondary, and intermediate colors in a work of art to evoke an emotion or express an idea.</li> <li>● Make connections with information learned with new challenges as the class progresses</li> <li>● Creatively solve a design challenge</li> <li>● Understand and articulate the difference between a 2-D and 3-D format and how to transfer their 2-D drawing into a successful 3-D form</li> <li>● Deepen their understanding of how the elements of art relate to the principles of design, balance, movement and proportions when creating a sculpture.</li> <li>● Create a balanced sculpture that conveys an emotional message and a sense of movement through an abstract format that best exemplifies what they would like to visually state.</li> <li>● Compare and contrast the characteristics of artworks in various eras and cultures.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b> Activity: Students will articulate and discuss key elements concerning their art and the process of creating it. Then write reflections about projects as well as the process.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them.</b> 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. Activity: Students produce their own ideas while staying within the perimeters of the assigned project (choosing a subject, a position for their sculpture, color schemes, etc.). <b>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</b> Activity: Students discuss their ideas and assist each other in the process and articulation of the proper techniques for each medium. Then they will reflect upon how these skills will be useful during interactions that occur in the workplace. <b>9.4 Life Literacies and Key Skills: 9.4.8.CI.2: Repurpose an existing resource in an innovative way.</b> Activity: Students will take a photograph of themselves and use half of it as is, then finish the other half as a drawing.	
<b>Computer Science and Design Thinking</b>	
<b>Impacts of Computing: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</b> Activity: Use of Chromebooks for understanding and utilization of the internet to meet specific imagery needs.	
<b>Assessment Evidence</b>	
<b>Formative:</b> <ul style="list-style-type: none"> <li>● Pre-assessment</li> </ul>	<b>Benchmark:</b> <a href="#">Project Rubric</a> 2-3 times a semester

<ul style="list-style-type: none"> <li>• Self-evaluation</li> <li>• Student/ Teacher Check-ins</li> <li>• Classroom Polls</li> <li>• Effort</li> <li>• Class Discussion</li> <li>• Exit Ticket</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Final Project</li> <li>• Drawing- Pre &amp; Post drawing assessment</li> <li>• Rubric</li> </ul>	<p><b>Alternative:</b> Sketch assignments</p>
<b>Resources</b>	
<p><b>Core Materials:</b> <i>The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence</i> by Trevor Andrew Bryan</p> <p><b>Supplemental Materials:</b>  <a href="http://www.theartofed.com">www.theartofed.com</a>  <a href="http://www.incredibleart.org">www.incredibleart.org</a>  <a href="http://www.theartofeducation.edu">www.theartofeducation.edu</a>  <a href="http://www.getty.edu">www.getty.edu</a>            Subject specific leveled texts are available in school bookrooms and classroom libraries</p> <p><b>Technology:</b> Digital photography and internet for reference</p>	

<b>Grade 6</b> <b>Studio Art 6</b> Unit 4 : Negative and Positive Space
<b>Desired Results</b>
<p><b>Established Goals:</b></p> <p><b>Anchor Standard 1: Generating and conceptualizing ideas.</b></p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p> <p>1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>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.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p><b>Anchor Standard 2: Organizing and developing ideas.</b></p> <p>1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.</p>

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.  
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.

**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.  
1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.  
1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.  
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).  
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.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.  
1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.  
1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.  
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.  
1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.  
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.  
1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.  
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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

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.

**Understandings:**

- Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:**

- 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 mirror aspects of life?
- How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- 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?

**Students will know/learn...**

- The use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Creative processes used in problem solving.
- The cultural and historical development of art, technology and the importance of both in daily life.
- How various artists visualize the same concepts differently.
- The basis for impressionism, expressionism, surrealism, folk art, pop and op art.



- To appreciate the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.
- Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Care for various art supplies and tools.

**Students will be able to...**

- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Use appropriate techniques for various media.
- Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).
- Develop a visual vocabulary that includes expressive work.
- Use tools and equipment safely.
- Use technology in production process when applicable or desired.
- Know and compare the characteristics of artworks in various eras and cultures.
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Use current technology.
- Define and discuss various art forms and styles.
- How to use current technology to enhance their understanding of principles of art.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.
- Develop an understanding of how the visual arts relate to other subject areas.
- Use their sketchbooks for preliminary drawing to assist in the development of their ideas and concepts, as well as their art skills and is a work in progress.
- Use the elements of line, shape, space, value, texture, and color in the creation of artwork.
- Use balance, harmony, variety, movement, proportion and unity to create design.
- Know and use primary, secondary, and intermediate colors.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Discuss artwork that utilizes computers, videos, digital cameras or other forms of technology.
- Create personal work that communicates emotion through the use of exaggeration, abstraction, and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Compare artwork in terms of theme and style.
- Create artwork that involves academic and/or special area subjects.
- Critique famous works of art throughout history and articulate their preference using vocabulary learned.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Use appropriate techniques for various media.
- Develop a visual vocabulary that includes expressive work.
- Understand how various artists visualize the same concepts differently.
- Appreciate a variety of art forms from different cultures and eras.
- Define and discuss various art forms and styles.
- Create a work of art utilizing the elements of line, shape, space, value, texture, and color purposefully while utilizing the principles of design.
- Make connections with information learned with new challenges as the class progresses
- Creatively solve a design challenge

<ul style="list-style-type: none"> <li>• Deepen their understanding of how the elements of art relate to the principles of design, balance, movement and proportions when creating a sculpture.</li> <li>• Compare and contrast the characteristics of artworks in various eras and cultures.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b> Activity: Students will articulate and discuss key elements concerning their art and the process of creating it. Then write reflections about projects as well as the process.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them.</b> <b>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</b> <b>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</b> <b>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</b> Activity: Students use research on self selected artists to produce their own ideas while staying within the perimeters of the assigned project (choosing a subject, a position for their sculpture, color schemes, etc.).	
<b>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</b> . Activity: Students discuss different career paths within the art field. Then they will reflect upon which art skills are needed to have a career in the arts.	
<b>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</b> Activity: Students will discuss and reflect on different strengths and talents needed to pursue a career in the arts.	
<b>Computer Science and Design Thinking</b>	
<b>Impacts of Computing: 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.</b> Activity: Students will compare and contrast the pros and cons of creating artwork electronically vs. by hand.	
<b>Assessment Evidence</b>	
<b>Formative:</b> <ul style="list-style-type: none"> <li>• Pre-assessment</li> <li>• Self-evaluation</li> <li>• Student/ Teacher Check-ins</li> <li>• Classroom Polls</li> <li>• Effort</li> <li>• Class Discussion</li> <li>• Exit Ticket</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• Final Project</li> <li>• Drawing- Pre &amp; Post drawing assessment</li> <li>• Rubric</li> </ul>	<b>Benchmark:</b> <a href="#">Project Rubric</a> 2-3 times a semester  <b>Alternative:</b> Sketch assignments
<b>Resources</b>	
<b>Core Materials:</b>	



*The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence*  
by Trevor Andrew Bryan

**Supplemental Materials:**

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

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

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

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

Subject specific leveled texts are available in school bookrooms and classroom libraries

**Technology:**

Digital photography and internet for reference

**Grade 7  
Graphic Design**

Unit 1 & 2: Introduction to Photopea Tools

**Desired Results**

**Established Goals:**

**Anchor Standard 1: Generating and conceptualizing ideas.**

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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.

**Anchor Standard 2: Organizing and developing ideas.**

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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.

**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

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.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

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.

**Understandings:**

- 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.

**Essential Questions:**

- How do media artists work?
- How do media artists and designers determine whether a particular direction in their work would be effective?
- How do media artists learn from trial and error?

**Students will know/learn...**

- About propaganda and how different types are embedded in advertising.
- The importance of balance, pattern, line, texture, positive and negative space in the design and success of a design.
- The cultural and historical development of art, technology and the importance of both in daily life.
- How the visual arts relate to other subject areas.
- The appropriate vocabulary during the creation of artwork, discussions, and critiques.

**Students will be able to...**

- To become self-directed learners and assess the progress of their learning and conflicts they might encounter with technology.
- Demonstrate an understanding of positive and negative space and how to utilize these skills to create a successful design.
- Demonstrate an understanding of the rule of thirds and using emphasis when conveying a message in their artwork.
- Utilize knowledge of the elements and principles of design to their own work and various mediums.
- Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).
- Use technology in the production process when applicable or desired.
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Demonstrate the creative processes used in problem solving.
- Understand the cultural and historical development of art, technology and the importance of both in daily life.
- Demonstrate how various artists visualize the same concepts differently.

- Define and discuss various art forms and styles.
- Develop an understanding of how the visual arts relate to other subject areas.
- Reflect upon the cultural changes in society and how technology has impacted these changes.
- Evaluate different forms of imagery from various sources and how these forms of communication (print vs. digital) impact their culture.
- Develop their understanding of Pop Culture as it pertains to advertising and how propaganda affects their culture and personal choices as well as how visual imagery and communication can help entice a person to a particular product.
- Expand their understanding of how common social issues have evolved over time and how historically, comics were utilized to convey specific messages congruent with concerns of the time.
- Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.
- Create a strong digital design through silhouetted imagery that reflects their personal interests.
- Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.
- Analyze different artists styles to assist with lesson conceptualization and process.
- Use the Elements of Art and Principles of Design in the creation of all artwork.
- Create unique color schemes through the understanding of color theory.
- Select appropriate tools and equipment.
- To use the computer, programs and the latest technology to create artwork.
- Follow all safety precautions.
- Create personal work that communicates emotion through the use of exaggeration, abstraction and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Participate in the organization, hanging, and reception for a visual arts exhibit.

#### Interdisciplinary Connections

**ELA: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** Activity: Students will write reflections about projects, including key elements concerning their art and the process of creating it.

#### Career Readiness, Life Literacies, and Key Skills

**Use technology to enhance productivity increase collaboration and communicate effectively.9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF5).** Activity: Students will use electronic tools and techniques to produce their own unique project.

**9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.** Activity: Students discuss their ideas with each other and assist each other in the process as well as articulating the proper techniques for each medium. Then they will reflect upon how these skills will be useful during interactions that occur in the workplace.

**9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CRIa). 9.4.5.CT.1: Identify and gather relevant data that will aid in the**

problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). Activity: Students will discuss the challenges of drawing on the computer as opposed to drawing on paper. They will implement the drawing electronically and reflect on their finished artwork compared to a traditional hand drawing.

### Computer Science and Design Thinking

**Impacts of Computing: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: Students will use Photopea to manipulate images. Students complete several mini-lessons to learn Photopea techniques and research good design.

### Assessment Evidence

#### Formative:

- Self-evaluation
- Student/Teacher Check-in
- Admit Tickets
- Classroom polls
- Class Discussion
- Effort
- Exit Ticket

#### Summative:

- Final Project
- Teacher Evaluation
- Rubric
- Written Reflections

**Benchmark:** [Project Rubric](#)

2-3 times per semester

#### Alternative:

Sketch Assignments

### Resources

#### Core Materials:

*The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence*  
by Trevor Andrew Bryan

#### Supplemental Materials:

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

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

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

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

Subject specific leveled texts are available in school bookrooms and classroom libraries

#### Technology:

Photopea

Cell Phone/camera

Internet/computer

### Grade 7

### Graphic Design

### Unit 3: Photopea Techniques

## Desired Results

### Established Goals:

#### Anchor Standard 1: Generating and conceptualizing ideas.

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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.

#### Anchor Standard 2: Organizing and developing ideas.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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.

#### Anchor Standard 3: Refining and completing products.

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

#### Anchor Standard 4: Selecting, analyzing and interpreting work.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

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.

#### Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

#### Anchor Standard 6: Conveying meaning through art.



1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.  
 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.  
 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.  
 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.  
 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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.  
 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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.  
 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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.  
 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.  
 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).  
 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).  
 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.

**Understandings:**

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.

**Essential Questions:**

- How are complex media arts experiences constructed?
- At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions?

<ul style="list-style-type: none"> <li>• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>	<ul style="list-style-type: none"> <li>• How do media artists use various tools and techniques?</li> <li>• How does engaging in creating art enrich people's lives?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• About propaganda and how different types are embedded in advertising.</li> <li>• The importance of balance, pattern, line, texture, positive and negative space in the design and success of a design.</li> <li>• The cultural and historical development of art, technology and the importance of both in daily life.</li> <li>• How the visual arts relate to other subject areas.</li> <li>• The appropriate vocabulary during the creation of artwork, discussions, and critiques.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• To become self-directed learners and assess the progress of their learning and conflicts they might encounter with technology.</li> <li>• Demonstrate an understanding of positive and negative space and how to utilize these skills to create a successful design.</li> <li>• Utilize knowledge of the elements and principles of design to their own work and various mediums.</li> <li>• Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).</li> <li>• Use technology in the production process when applicable or desired.</li> <li>• Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.</li> <li>• Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.</li> <li>• Demonstrate the creative processes used in problem solving.</li> <li>• Understand the cultural and historical development of art, technology and the importance of both in daily life.</li> <li>• Demonstrate how various artists visualize the same concepts differently.</li> <li>• Define and discuss various art forms and styles.</li> <li>• Develop an understanding of how the visual arts relate to other subject areas.</li> <li>• Reflect upon the cultural changes in society and how technology has impacted these changes.</li> <li>• Demonstrate artistic digital skills to create a digital print "story" that utilizes various digital tools and comic imagery to support their chosen theme.</li> <li>• Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.</li> <li>• Create a strong digital design through silhouetted imagery that reflects their personal interests.</li> <li>• Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.</li> <li>• Analyze different artists and printmaking styles to assist with lesson conceptualization and process.</li> <li>• Use the Elements of Art and Principles of Design in the creation of all artwork.</li> <li>• Create unique color schemes through the understanding of color theory.</li> <li>• Select appropriate tools and equipment.</li> <li>• To use the computer, programs and the latest technology to create artwork.</li> <li>• Follow all safety precautions.</li> </ul>	



<ul style="list-style-type: none"> <li>• Create personal work that communicates emotion through the use of exaggeration, abstraction and color.</li> <li>• Use technology to research and expand their knowledge of art.</li> <li>• Discuss visual problems and solutions using appropriate terminology.</li> <li>• Discuss how technology has affected the production and reproduction of art.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>ELA: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> Activity: Students will write reflections about projects, including key elements concerning their art and the process of creating it.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.1.NH. IPRET.8). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</b> Activity: Students will use techniques modeled by famous artists to produce their own unique project. Students will present background information on their artist.	
<b>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</b> Activity: Students discuss how the arts have shifted from traditional art making techniques to electronic creations in different types of art related workplaces.	
<b>9.4.8.CI.2: Repurpose an existing resource in an innovative way.</b> Activity: Students research famous logos. They choose 2 logos to blend electronically. They will manipulate elements of each logo to create a single new logo.	
<b>Computer Science and Design Thinking</b>	
<b>Impacts of Computing: 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.</b> Activity: Students will use Photopea to manipulate images. Students complete several mini-lessons to learn Photopea techniques and research good design.	
<b>Assessment Evidence</b>	
<b>Formative:</b> <ul style="list-style-type: none"> <li>• Self-evaluation</li> <li>• Student/Teacher Check-in</li> <li>• Admit Tickets</li> <li>• Classroom polls</li> <li>• Class Discussion</li> <li>• Effort</li> <li>• Exit Ticket</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• Final Project</li> <li>• Teacher Evaluation</li> <li>• Rubric</li> <li>• Written Reflections</li> </ul>	<b>Benchmark:</b> <a href="#">Project Rubric</a> 2-3 times per semester  <b>Alternative:</b> Sketch Assignments

Resources	
<p><b>Core Materials:</b>  <i>The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence</i>  by Trevor Andrew Bryan</p> <p><b>Supplemental Materials:</b>  <a href="http://www.theartofed.com">www.theartofed.com</a>  <a href="http://www.incredibleart.org">www.incredibleart.org</a>  <a href="http://www.theartofeducation.edu">www.theartofeducation.edu</a>  <a href="http://www.getty.edu">www.getty.edu</a>  Subject specific leveled texts are available in school bookrooms and classroom libraries</p> <p><b>Technology:</b>  Photopea  Camera  Internet/computer</p>	

Grade 7 Graphic Design Unit 4: Implementing Photopea Tools and Techniques Tools Techniques
Desired Results
<p><b>Established Goals:</b></p> <p><b>Anchor Standard 1: Generating and conceptualizing ideas.</b>  1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.  1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.  1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.  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.</p> <p><b>Anchor Standard 2: Organizing and developing ideas.</b>  1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.  1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.  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.</p> <p><b>Anchor Standard 3: Refining and completing products.</b>  1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.</p>

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.  
1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.  
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).  
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.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.  
1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.  
1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.  
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.  
1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.  
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.  
1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.  
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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.  
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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

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.

**Understandings:**

- Media artists present, share and distribute media artworks through various social, cultural and political contexts.
- Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.

**Essential Questions:**

- How do media artists generate ideas and formulate artistic intent?
- How does collaboration expand and affect the creative process?
- How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?
- How do media artists improve/refine their work?
- How do people relate to and interpret media artworks?
- How can the viewer "read" a work of art as text?
- How does knowing and using arts vocabulary help us understand and interpret works of art?

**Students will know/learn...**

- About propaganda and how different types are embedded in advertising.
- The importance of balance, pattern, line, texture, positive and negative space in the design and success of a design.
- The cultural and historical development of art, technology and the importance of both in daily life.
- How the visual arts relate to other subject areas.
- The appropriate vocabulary during the creation of artwork, discussions, and critiques.

**Students will be able to...**

- To become self-directed learners and assess the progress of their learning and conflicts they might encounter with technology.
- Demonstrate an understanding of positive and negative space and how to utilize these skills to create a successful print.
- Use graphic skills to take a digital self-portrait and manipulate the image using technology.
- Know and compare various artistic movements in printmaking history.
- Utilize knowledge of the elements and principles of design to their own work and various mediums.

- Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).
- Use technology in the production process when applicable or desired.
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Demonstrate the creative processes used in problem solving.
- Understand the cultural and historical development of art, technology and the importance of both in daily life.
- Demonstrate how various artists visualize the same concepts differently.
- Define and discuss various art forms and styles.
- Develop an understanding of how the visual arts relate to other subject areas.
- Reflect upon the cultural changes in society and how technology has impacted these changes.
- Evaluate different forms of imagery from various sources and how these forms of communication (print vs. digital) impact their culture.
- Develop their understanding of Pop Culture as it pertains to advertising and how propaganda affects their culture and personal choices as well as how visual imagery and communication can help entice a person to a particular product. (Holocaust)
- Demonstrate artistic digital skills to create a digital print “story” that utilizes various digital tools and comic imagery to support their chosen theme.
- Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.
- Create a strong digital design through silhouetted imagery that reflects their personal interests.
- Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.
- Analyze different artists and printmaking styles to assist with lesson conceptualization and process.
- Use the Elements of Art and Principles of Design in the creation of all artwork.
- Create unique color schemes through the understanding of color theory.
- Select appropriate tools and equipment.
- To use the computer, programs and the latest technology to create artwork.
- Follow all safety precautions.
- Create personal work that communicates emotion through the use of exaggeration, abstraction and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Participate in the organization, hanging, and reception for a visual arts exhibit.

#### Interdisciplinary Connections

**ELA: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** Activity: Students will write reflections about projects, including key elements concerning their art and the process of creating it.

#### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices:** Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will use techniques

modeled by famous artists to produce their own unique project. Students will research various techniques used by the artist to form their ideas on their own project.

**9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.** Activity: Students discuss their ideas with each other and assist each other in the process as well as articulating the proper techniques for each medium. Then they will reflect upon how these skills will be useful during interactions that occur in the workplace.

**9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.** Activity: Students will individually market a movie by creating a poster. They will then discuss and reflect on their creations, using classmates as the population. Topics of debate are longevity of the movie, where the movie is aired, target audience, genre, etc.

### Computer Science and Design Thinking

**8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: Students will use Photopea to manipulate images. Students complete several mini-lessons to learn Photopea techniques and research good design.

### Assessment Evidence

#### Formative:

- Self-evaluation
- Student/Teacher Check-in
- Admit Tickets
- Classroom polls
- Class Discussion
- Effort
- Exit Ticket

#### Summative:

- Final Project
- Teacher Evaluation
- Rubric
- Written Reflections

**Benchmark:** [Project Rubric](#)

2-3 times per semester

#### Alternative:

Sketch Assignments

### Resources

#### Core Materials:

*The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence*  
by Trevor Andrew Bryan

#### Supplemental Materials:

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

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

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

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

Subject specific leveled texts are available in school bookrooms and classroom libraries

**Technology:**

Photopea  
Cell phone/camera  
Internet/computer

**Grade 7**  
**Studio Art 7**  
Unit 1 & 2: Relief Art

**Desired Results**

**Established Goals:****Anchor Standard 1: Generating and conceptualizing ideas.**

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.  
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.  
1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.  
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.

**Anchor Standard 2: Organizing and developing ideas.**

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.  
1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.  
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.

**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.  
1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.  
1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.  
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).  
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.



**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**



<p>1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).</p> <p>1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes.</li> <li>• Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</li> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.</li> <li>• People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How and why do we value and judge media artworks?</li> <li>• When and how should we evaluate and critique media artworks to improve them?</li> <li>• How is a personal preference different from an evaluation?</li> <li>• How are artworks cared for and by whom?</li> <li>• What criteria, methods and processes are used to select work for preservation or presentation?</li> <li>• Why do people value objects, artifacts and artworks, and select them for presentation?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• The difference between organic and geometric shapes and demonstrate this through a balanced composition.</li> <li>• Their environmental surroundings and how art impacts the community, locally, and globally.</li> <li>• Appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).</li> <li>• The cultural and historical development of art, technology and the importance of both in daily life.</li> <li>• Characteristics of impressionism, surrealism, op art, post-impressionism, and fauvism.</li> <li>• The emotional power of artwork.</li> <li>• The cultural and historical development of art technology, and the importance of both in daily life.</li> <li>• The relationship between an artist and his culture.</li> <li>• How various artists visualize the same concepts differently.</li> <li>• The basis for impressionism, expressionism, surrealism, folk art, pop, and op art.</li> <li>• The appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.).</li> <li>• Various art forms and styles.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Develop and enhance their ability to simulate the illusion of depth (3D) on a flat surface (2D) using a variety of mediums.</li> <li>• Communicate cultural preferences through a visual format.</li> <li>• Demonstrate an understanding of a consistent light source within a composition.</li> </ul>	

- Develop skills in observing, analyzing, and discussing successful works of art.
- Apply knowledge of the elements and principles of design to their own work and various mediums.
- Use technology in the production process when applicable or desired.
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Demonstrate the ability to work cooperatively and collaboratively as they create a cohesive work of art.
- Demonstrate the creative processes used in problem solving.
- Demonstrate how various artists visualize the same concepts differently.
- Develop an understanding of how the visual arts relate to other subject areas.
- Analyze and apply knowledge of the elements and principles of design to their own work and that work of others.
- Apply color theory to various works of art.
- Use appropriate techniques for various media.
- Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas.
- Develop an understanding of the art of various cultures.
- Develop a visual vocabulary that includes naturalistic and expressive work.
- Develop skill in craftsmanship.
- Use tools and equipment safely.
- Use technology in the production process when applicable or desired.
- Develop an understanding of contemporary and technological art forms.
- Understand the basis for impressionism, expressionism, surrealism, folk art, pop, and op art.
- Use current technology.
- Develop an appreciation for various visual artists and art forms.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit.
- Develop an understanding of how the visual arts relate to other subject areas.
- Demonstrate the understanding of the processes for solving visual problems.
- Reflect upon the cultural changes in society and how technology has impacted these changes.
- Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.
- Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.
- Use the Elements of Art and Principles of Design in the creation of all artwork.
- Create unique color schemes through the understanding of color theory.
- Demonstrate basic relief printmaking techniques.
- Use the computer, programs, and the latest technology to create artwork.
- Use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Select appropriate tools and equipment.
- Create personal work that communicates emotion through the use of exaggeration, abstraction, and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Use and understand the function of the elements and principles of design in the creation of two-dimensional and unity to create design.
- Create value changes in a work of art.
- Use triadic, complementary, and/or analogous color themes in artworks.
- Demonstrate introductory drawing and 2-D design techniques in a variety of media.
- Create and evaluate drawings, paintings, and /or designs that communicate ideas clearly and effectively.

- Use drawing as a form of expression.
- Use two-dimensional design as a form of expression.
- Use the visual vocabulary based upon the art of various cultures to create personal artwork.
- Know and use appropriate vocabulary during the creation of art work, discussions, and critiques.
- Create works that use naturalism, abstraction, and emotion.
- Produce artwork that demonstrates quality in craftsmanship.
- Create drawings based on various artists' styles. (LGBTQ & Disabilities)
- Develop paintings and/or designs upon various art styles, movements, or artists.
- Create works of art based on impressionism, surrealism, pop art, and op art.
- Create artwork reflecting knowledge of cultural meanings of forms and functions of the art of African Americans. (Amistad)
- Discuss the importance of technology into contemporary and cultural forms of art.
- Analyze and evaluate the changing role of the artist due to technology.
- Analyze and interpret the creation of emotion in works of art.
- Discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.
- Compare artwork in terms of theme and style.
- Compare and contrast African American art styles. (Amistad)
- Discuss how society and invention influenced impressionism, expressionism, surrealism, folk art, pop and op art.
- Use the influence of other artists as motivation for personal work.
- Create artwork that involves academic and/or special area subjects.

#### Interdisciplinary Connections

**ELA: NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** Activity: Produce a short research report regarding the connections identified between content areas and art.

#### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them.** Activity: Share reflections on a completed project with a partner or the class.

**9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.** **9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.**

**9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.**

**9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.**

Activity: Discuss how careers in art have changed over time. Students will collaboratively work in small groups to research the changes in art and create a presentation on their findings.

**9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.** Activity: Students will discuss and explore what it takes to create something new that has never been done before.

#### Computer Science and Design Thinking

**8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.** Activity: Students will use a variety of digital tools to conduct research looking for previously designed ideas.

Assessment Evidence	
<b>Formative:</b> <ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Student Teacher Check-In</li> <li>• Admit Tickets</li> <li>• Classroom Polls</li> <li>• Class Discussion</li> <li>• Exit Ticket</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• Final Projects</li> <li>• Rubrics</li> <li>• Select media, techniques, and processes, analyze what makes them effective or not effective in communicating ideas, and reflect upon the effectiveness of their choices</li> </ul>	<b>Benchmark:</b> <a href="#">Project Rubric</a> 2-3 times per semester  <b>Alternative:</b> <ul style="list-style-type: none"> <li>• Sketch Assignments</li> <li>• Reflect upon and assess the characteristics and merits of their work and the work of other students</li> <li>• </li> </ul>
Resources	
<b>Core Materials:</b> <i>The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence</i> by Trevor Andrew Bryan  <b>Supplemental Materials:</b> <a href="http://www.theartofed.com">www.theartofed.com</a> <a href="http://www.incredibleart.org">www.incredibleart.org</a> <a href="http://www.theartofeducation.edu">www.theartofeducation.edu</a> <a href="http://www.getty.edu">www.getty.edu</a> Subject specific leveled texts are available in school bookrooms and classroom libraries  <b>Technology:</b> Chromebooks for research and project manipulation.	

Grade 7 Studio Art 7 Unit 3: Perspective Drawings
Desired Results
<b>Established Goals:</b> <b>Anchor Standard 1: Generating and conceptualizing ideas.</b> 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 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.

**Anchor Standard 2: Organizing and developing ideas.**

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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.

**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

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.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.  
 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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.  
 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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.  
 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.  
 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).  
 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).  
 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.

**Understandings:**

- 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.

**Essential Questions:**

- 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?



	<ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer "read" a work of art as text?</li> <li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• The history of perspective, how it impacted the creation of artwork, and the importance of a vanishing point within a drawing.</li> <li>• Art movements, periods, styles, and themes throughout history that pertain to perspective.</li> <li>• The difference between organic and geometric shapes and demonstrate this through a balanced composition.</li> <li>• Their environmental surroundings and how art impacts the community, locally, and globally.</li> <li>• Appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).</li> <li>• The cultural and historical development of art and technology and the importance of both in daily life.</li> <li>• The emotional power of artwork.</li> <li>• The cultural and historical development of art and technology, and the importance of both in daily life.</li> <li>• The relationship between an artist and his culture.</li> <li>• How various artists visualize the same concepts differently.</li> <li>• The appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.).</li> <li>• Various art forms and styles.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of the history of perspective, how it impacted the creation of artwork, and the importance of a vanishing point within a drawing.</li> <li>• Recognize art movements, periods, styles, and themes throughout history that pertain to perspective.</li> <li>• Develop and enhance their ability to simulate the illusion of depth (3D) on a flat surface (2D) using a variety of mediums.</li> <li>• Communicate cultural preferences through a visual format.</li> <li>• Demonstrate an understanding of depth, volume, and value by shading/ blending in a realistic way.</li> <li>• Demonstrate an understanding of a consistent light source within a composition.</li> <li>• Develop skills observing, analyzing, and discussing successful works of art.</li> <li>• Apply knowledge of the elements and principles of design to their own work and various mediums.</li> <li>• Use technology in the production process when applicable or desired.</li> <li>• Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.</li> <li>• Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.</li> <li>• Demonstrate the ability to work cooperatively and collaboratively as they create a cohesive work of art.</li> <li>• Demonstrate the creative processes used in problem-solving.</li> <li>• Demonstrate how various artists visualize the same concepts differently.</li> <li>• Develop an understanding of how the visual arts relate to other subject areas.</li> <li>• Analyze and apply knowledge of the elements and principles of design to their own work and that work of others.</li> <li>• Apply color theory to various works of art.</li> <li>• Use appropriate techniques for various media.</li> <li>• Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas.</li> <li>• Develop an understanding of the art of various cultures.</li> <li>• Develop a visual vocabulary that includes naturalistic and expressive work.</li> </ul>	



- Develop skill in craftsmanship.
- Use tools and equipment safely.
- Use technology in the production process when applicable or desired.
- Develop an appreciation for various drawing styles.
- Develop an understanding of contemporary and technological art forms.
- Use current technology.
- Develop an appreciation for various visual artists and art forms.
- Develop an understanding of how the visual arts relate to other subject areas.
- Demonstrate the understanding of the processes for solving visual problems.
- Reflect upon the cultural changes in society and how technology has impacted these changes.
- Evaluate different forms of imagery from various sources and how these forms of communication (print vs. digital) impact their culture.
- Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.
- Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with visual arts.
- Analyze different artists and printmaking styles to assist with lesson conceptualization and process.
- Use the Elements of Art and Principles of Design in the creation of all artwork.
- Create unique color schemes through the understanding of color theory.
- Use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Select appropriate tools and equipment.
- Create personal work that communicates emotion through the use of exaggeration, abstraction, and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Use and understand the function of the elements and principles of design in the creation of two-dimensional and unity to create a design.
- Create value changes in a work of art.
- Use triadic, complementary, and/or analogous color themes in artworks.
- Demonstrate introductory drawing and 2-D design techniques in a variety of media.
- Create and evaluate drawings, paintings, and /or designs that communicate ideas clearly and effectively.
- Use drawing as a form of expression.
- Use two-dimensional design as a form of expression.
- Use the visual vocabulary based upon the art of various cultures to create personal artwork.
- Know and use appropriate vocabulary during the creation of art work, discussions, and critiques.
- Create works that use naturalism, abstraction, and emotion.
- Produce artwork that demonstrates quality in craftsmanship.
- Create drawings based on various artists' styles.
- Develop paintings and/or designs upon various art styles, movements, or artists.
- Create works of art based on impressionism, surrealism, pop art, and op art.
- Discuss the importance of technology into contemporary and cultural forms of art.
- Analyze and evaluate the changing role of the artist due to technology.
- Analyze and interpret the creation of emotion in works of art.
- Discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.
- Compare artwork in terms of theme and style.
- Discuss how society and invention influenced impressionism, expressionism, surrealism, folk art, pop and op art.
- Use the influence of other artists as motivation for personal work.
- Create artwork that involves academic and/or special area subjects.

Interdisciplinary Connections	
<b>ELA: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b> Activity: Produce a short research report regarding the connections identified between content areas and art.	
Career Readiness, Life Literacies, and Key Skills	
<b>Career Readiness, Life Literacies, and Key Skills Practices:</b> Consider the environmental, social and economic impacts of decisions. <b>9.4.8.IML.15:</b> Explain ways that individuals may experience the same media message differently. <b>9.4.8.TL.6:</b> Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Discuss the environmental, social, and economic impacts of a completed project with a partner or the class.	
<b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. Activity: Discuss how careers in art have changed over time.	
<b>9.4.8.CI.4:</b> Explore the role of creativity and innovation in career pathways and industries. Activity: Students will discuss how the transferring of their knowledge of perspective drawing could lead them to a possible career in architecture, home design, etc.	
Computer Science and Design Thinking	
<b>8.1.8.IC.1:</b> Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Students will use a variety of digital tools to conduct research regarding the differences between traditional art creation vs. computer-generated art creation.	
Assessment Evidence	
<b>Formative:</b> <ul style="list-style-type: none"> <li>Self-Evaluation</li> <li>Student Teacher Check-In</li> <li>Admit Tickets</li> <li>Classroom Polls</li> <li>Class Discussion</li> <li>Exit Ticket</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>Final Projects</li> <li>Rubrics</li> <li>Select media, techniques, and processes, analyze what makes them effective or not effective in communicating ideas, and reflect upon the effectiveness of their choices</li> </ul>	<b>Benchmark:</b> <a href="#">Project Rubric</a> 2-3 times per semester  <b>Alternative:</b> <ul style="list-style-type: none"> <li>Sketch Assignments</li> <li>Reflect upon and assess the characteristics and merits of their work and the work of other students</li> </ul>

Resources
<p><b>Core Materials:</b>  <i>The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence</i>  by Trevor Andrew Bryan</p> <p><b>Supplemental Materials:</b>  <a href="http://www.theartofed.com">www.theartofed.com</a>  <a href="http://www.incredibleart.org">www.incredibleart.org</a>  <a href="http://www.theartofeducation.edu">www.theartofeducation.edu</a>  <a href="http://www.getty.edu">www.getty.edu</a>  Subject specific leveled texts are available in school bookrooms and classroom libraries</p> <p><b>Technology:</b> Chromebooks for research and project manipulation.</p>

Grade 7 Studio Art 7 Unit 4: Portraits Desired Results
<p><b>Established Goals:</b>  <b>Anchor Standard 1: Generating and conceptualizing ideas.</b>  1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.  1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.  1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.  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.</p> <p><b>Anchor Standard 2: Organizing and developing ideas.</b>  1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.  1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.  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.</p> <p><b>Anchor Standard 3: Refining and completing products.</b>  1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.  1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.</p>

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

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.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

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.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

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.

**Understandings:**

- Media artists require a range of skills and abilities to solve problems creatively.

**Essential Questions:**

- 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?

**Students will know/learn...**

- The difference between organic and geometric shapes and demonstrate this through a balanced composition.
- Their environmental surroundings and how art impacts the community, locally, and globally.
- The different types of printmaking, and the importance of balance, pattern, line, texture, positive and negative space in the design and success of a print.
- Appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).
- The cultural and historical development of art and technology and the importance of both in daily life.
- Characteristics of impressionism, surrealism, op art, post-impressionism, and fauvism.
- The emotional power of artwork.
- The cultural and historical development of art technology, and the importance of both in daily life.
- The relationship between an artist and his culture.
- How various artists visualize the same concepts differently.
- The basis for impressionism, expressionism, surrealism, folk art, pop, and op art.
- The appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.).
- Definitions and explain the cultural meanings of forms and functions in the art of the African American culture.
- Various art forms and styles.

**Students will be able to...**

- Recognize art movements, periods, styles, and themes throughout history that pertain to perspective.
- Engage in meaningful class discussions about the origins of graffiti, its evolution over time, and how it impacts the environment.

- Develop and enhance their ability to simulate the illusion of depth (3D) on a flat surface (2D) using a variety of mediums.
- Communicate cultural preferences through a visual format.
- Develop skills in observing, analyzing, and discussing successful works of art.
- Know and compare various artistic movements in printmaking history.
- Understand the different types of printmaking and the importance of balance, pattern, line, texture, and positive and negative space in the design and success of a print.
- Apply knowledge of the elements and principles of design to their own work and various mediums.
- Use technology in the production process when applicable or desired.
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Demonstrate the ability to work cooperatively and collaboratively as they create a cohesive work of art.
- Demonstrate the creative processes used in problem solving.
- Demonstrate how various artists visualize the same concepts differently.
- Develop an understanding of how the visual arts relate to other subject areas.
- Analyze and apply knowledge of the elements and principles of design to their own work and that work of others.
- Apply color theory to various works of art.
- Use appropriate techniques for various media.
- Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas.
- Develop an understanding of the art of various cultures.
- Develop a visual vocabulary that includes naturalistic and expressive work.
- Develop skill in craftsmanship.
- Use tools and equipment safely.
- Use technology in the production process when applicable or desired.
- Develop an understanding of contemporary and technological art forms.
- Understand the basis for impressionism, expressionism, surrealism, folk art, pop, and op art.
- Use current technology.
- Develop an appreciation for various visual artists and art forms.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit.
- Develop an understanding of how the visual arts relate to other subject areas.
- Demonstrate the understanding of the processes for solving visual problems.
- Reflect upon the cultural changes in society and how technology has impacted these changes.
- Evaluate different forms of imagery from various sources and how these forms of communication (print vs. digital) impact their culture.
- Expand their understanding of how common social issues have evolved over time and how historically, comics were utilized to convey specific messages congruent with concerns of the time.
- Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.
- Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with visual arts.
- Analyze different artists and printmaking styles to assist with lesson conceptualization and process.
- Use the Elements of Art and Principles of Design in the creation of all artwork.
- Create unique color schemes through the understanding of color theory.
- Demonstrate basic relief printmaking techniques.
- Use the computer, programs, and the latest technology to create artwork.
- Use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Select appropriate tools and equipment.
- Compare and contrast the different methods of printmaking.



- Create personal work that communicates emotion through the use of exaggeration, abstraction, and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Use and understand the function of the elements and principles of design in the creation of two-dimensional and unity to create a design.
- Create value changes in a work of art.
- Use triadic, complementary, and/or analogous color themes in artworks.
- Demonstrate introductory drawing and 2-D design techniques in a variety of media.
- Demonstrate painting techniques using various media.
- Create and evaluate drawings, paintings, and /or designs that communicate ideas clearly and effectively.
- Use two-dimensional design as a form of expression.
- Use the visual vocabulary based upon the art of various cultures to create personal artwork.
- Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Create works that use naturalism, abstraction, and emotion.
- Produce artwork that demonstrates quality in craftsmanship.
- Develop paintings and/or designs upon various art styles, movements, or artists.
- Create works of art based on impressionism, surrealism, pop art, and op art.
- Discuss the importance of technology in contemporary and cultural forms of art.
- Analyze and evaluate the changing role of the artist due to technology.
- Analyze and interpret the creation of emotion in works of art.
- Discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.
- Compare artwork in terms of theme and style.
- Discuss how society and invention influenced impressionism, expressionism, surrealism, folk art, pop and op art.
- Use the influence of other artists as motivation for personal work.
- Become acquainted with a variety of visual materials, including art slides, posters, videos, photos, and media center resources.
- Create artwork that involves academic and/or special area subjects.

#### Interdisciplinary Connections

**ELA: NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** Activity: Produce a short research report regarding the connections identified between content areas and art.

#### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation.**

**9.4.8.DC.4:** Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. **9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). **9.4.8.TL.1:** Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. Activity: Share reflections on a completed project with a partner or the class.

**9.2.8.CAP.12:** Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Discuss how careers in art have changed over time and how personal talents, strengths, and motivation can help determine a career path in the arts.



**9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.** Activity: Students compare and contrast creating something new vs. changing something in existence already to make it new.

### Computer Science and Design Thinking

**8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: Students will use a variety of digital tools to conduct research regarding the differences between traditional art creation vs. computer-generated art creation.

### Assessment Evidence

**Formative:**

- Self-Evaluation
- Student Teacher Check-In
- Admit Tickets
- Classroom Polls
- Class Discussion
- Exit Ticket

**Summative:**

- Final Projects
- Rubrics
- Select media, techniques, and processes, analyze what makes them effective or not effective in communicating ideas, and reflect upon the effectiveness of their choices

**Benchmark:** [Project Rubric](#)

2-3 times per semester

**Alternative:**

- Sketch Assignments
- Reflect upon and assess the characteristics and merits of their work and the work of other students
- 

### Resources

**Core Materials:**

*The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence*  
by Trevor Andrew Bryan

**Supplemental Materials:**

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

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

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

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

Subject specific leveled texts are available in school bookrooms and classroom libraries

**Technology:** Chromebooks for research and project manipulation.

### Grade 8 Three Dimensional Art

Units 1 & 2: Clay Sculptures-Utilization of All Modeling Techniques

**Desired Results**

**Established Goals:**

**Anchor Standard 1: Generating and conceptualizing ideas.**

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 2: Organizing and developing ideas.**

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

**Understandings:**

- 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.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Essential Questions:**

- 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?

**Students will know/learn...**

- People create art to express thoughts, feelings, and ideas to record history and to tell a story. Students will then apply personal and cultural preferences when combining the elements and principles of design.
- Art movements, periods, styles and themes throughout history.
- Examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and the art-making process.
- How to store, care for clay pottery, and how properties of clay are transformed during various stages of the project.
- The firing process of clay and the importance of the kiln.
- The Pop Art style, the pioneering artists of the movement, the impact they made in the art world as well as modern-day influential artists.
- Differences between a stabile and a mobile, as well as abstract vs. non-objective artwork.
- To delineate the innate characteristics between freestanding, relief, and kinetic forms.
- To delineate between an organic and geometric shape and create a balanced kinetic mobile utilizing those shapes.
- Space and how it impacts construction and overall design.
- Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- The contemporary art movements.
- Appropriate vocabulary for the creation of artwork, discussions, and critiques.

**Students will be able to...**

- Produce artwork that demonstrates quality in craftsmanship.
- Explore sculptural challenges through initial drawings and evaluate structural choices made in initial drawing and during construction, based upon knowledge of Principles of Design.
- Understand and apply the basic hand-building techniques specific to clay.
- Communicate cultural preferences through a visual format.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture while gaining the understanding that not all mediums work the same or convey the same visual message.
- Understand and apply the additive and subtractive methods of sculpture and how each of these techniques helps them develop and construct their sculptural form.
- Develop as self-directed learners and demonstrate critical thinking skills when building.
- Develop skills when observing, analyzing and discussing successful sculpture.
- Demonstrate and identify the importance of a balance point through construction.
- Explore sculptural challenges through initial drawings and evaluate structural choices made throughout construction.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture while gaining the understanding that not all mediums work the same or convey the same visual message.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Apply color theory to various works of art.
- Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Use the technical and visual vocabulary of architecture.
- Create original architectural designs and /or models in a variety of three-dimensional media.
- Create and evaluate 3D and 2D designs that communicate ideas clearly and effectively.
- Use the visual vocabulary based upon contemporary art movements to create personal artwork.
- Develop skill in craftsmanship.
- Use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)
- Demonstrate understanding of processes for solving visual problems.
- Understand and articulate the difference between 2D and 3D formats and how to transfer their 2D drawings into a successful 3D form made from various materials.
- Deepen their understanding of the elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design
- Select appropriate tools and equipment.
- Follow all safety precautions

**Interdisciplinary Connections**

**ELA: NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** Activity: Analyze the theme of select sculptures.

**Career Readiness, Life Literacies, and Key Skill**

**Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.** Activity: Students need to design and create an aesthetically pleasing 3D sculpture that also needs to be fully functioning and purposeful. Students will research 3D sculptures.

**9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.** Activity: Discuss how themes of art and works of art posted on public forums have evolved over time.

**9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.** Activity: Is there only one way to achieve success in the completion of an art project? Students will discuss and debate different paths to their finished project.

### Computer Science and Design Thinking

**8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: Students will discuss the use of technology in the construction and/or the planning of creating a sculpture.

### Assessment Evidence

#### Formative:

- Effort
- Self-evaluation
- Student Teacher Check-In
- Admit Tickets
- Class Discussion
- Exit Ticket

#### Summative:

- Final Project
- Written Reflections

#### Benchmark: [Project Rubric](#)

2-3 times per semester

#### Alternative:

- Sketch Assignments
- Create advertising and/or packaging designs
- Create additive or subtractive sculptures or bas relief that reflect personal interpretations and influences

### Resources

#### Core Materials:

*The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence* by Trevor Andrew Bryan

#### Supplemental Materials:

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

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

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

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

Subject specific leveled texts are available in school bookrooms and classroom libraries

#### Technology:

ChromeBooks

Google Classroom

**Grade 8**  
**Three Dimensional Art**  
Unit 3 & 4: Sculpture and Mixed Media

**Desired Results**

**Established Goals:**

**Anchor Standard 1: Generating and conceptualizing ideas.**

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 2: Organizing and developing ideas.**

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

**Understandings:**

- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

**Essential Questions:**

- How do time, place, audience, and context affect presenting or performing choices for media artworks?
- How can presenting or sharing media artworks in a public format help a media artist learn and grow?
- Why do various venues exist for presenting, sharing or distributing media artworks?
- How do we analyze and react to media artworks?
- How do media artworks function to convey meaning and influence audience experience?

**Students will know/learn...**

- People create art to express thoughts, feelings, and ideas to record history and to tell a story. Students will then apply personal and cultural preferences when combining the elements and principles of design.
- Art movements, periods, styles and themes throughout history.
- Examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and the art-making process.
- The Pop Art style, the pioneering artists of the movement, the impact they made in the art world as well as modern-day influential artists.
- Differences between a stabile and a mobile, as well as abstract vs. non-objective artwork.
- To delineate the innate characteristics between freestanding, relief, and kinetic forms.
- Space and how it impacts construction and overall design.
- Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- The contemporary art movements.
- Appropriate vocabulary for the creation of artwork, discussions, and critiques.
- How to properly and safely work with plaster.
- How to properly and safely use X-Acto blades.

**Students will be able to...**



- Produce artwork that demonstrates quality in craftsmanship.
- Explore sculptural challenges through initial drawings and evaluate structural choices made in initial drawing and during construction, based upon knowledge of Principles of Design.
- Understand and apply the basic building techniques specific to plaster.
- Communicate cultural preferences through a visual format.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture while gaining the understanding that not all mediums work the same or convey the same visual message.
- Develop as self-directed learners and demonstrate critical thinking skills when building.
- Develop skills when observing, analyzing and discussing successful sculpture.
- Demonstrate and identify the importance of a balance point through construction.
- Properly mix and apply tints and shades to create a monochromatic color scheme.
- Explore sculptural challenges through initial drawings and evaluate structural choices made throughout construction.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Apply color theory to various works of art.
- Know and use appropriate vocabulary during the creation of art work, discussions, and critiques.
- Use the technical and visual vocabulary of architecture.
- Create original architectural designs and /or models in a variety of three-dimensional media.
- Create and evaluate 3D and 2D designs that communicate ideas clearly and effectively.
- Use the visual vocabulary based upon contemporary art movements to create personal artwork.
- Develop skill in craftsmanship.
- Use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)
- Demonstrate understanding of processes for solving visual problems.
- Understand and articulate the difference between 2D and 3D formats and how to transfer their 2D drawings into a successful 3D form made from various materials.
- Deepen their understanding of the elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design
- Select appropriate tools and equipment.
- Follow all safety precautions

#### Interdisciplinary Connections

**ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** Activity: Analyze the theme of select sculptures.

#### Career Readiness, Life Literacies, and Key Skill

**Career Readiness, Life Literacies, and Key Skills Practices:** Use technology to enhance productivity increase collaboration and communicate effectively. **9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., **8.2.8.ED.1**). **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally. Activity: Use appropriate technology tools to conduct research and share information.

**9.2.8.CAP.3:** Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Discuss how themes of art and works of art posted on public forums will impact the artist now and in future career opportunities.

**9.4.8.CI.2: Repurpose an existing resource in an innovative way.** Activity: Students will repurpose and upcycle cardboard into 3-dimensional letters.

### Computer Science and Design Thinking

**8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: Students will use Chromebooks to research the work of current and past master sculptors. They will use these images to collect ideas for a future project and share their work through Google Classroom.

### Assessment Evidence

#### Formative:

- Effort
- Self-evaluation
- Student Teacher Check-In
- Admit Tickets
- Class Discussion
- Exit Ticket

#### Summative:

- Final Project
- Written Reflections

#### Benchmark: [Project Rubric](#)

2-3 times per semester

#### Alternative:

- Sketch Assignments
- Create advertising and/or packaging designs
- Create additive or subtractive sculptures or bas relief that reflect personal interpretations and influences

### Resources

#### Core Materials:

*The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence*  
by Trevor Andrew Bryan

#### Supplemental Materials:

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

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

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

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

Subject specific leveled texts are available in school bookrooms and classroom libraries

#### Technology:

ChromeBooks

Google Classroom

### Grade 8

### Studio Art 8

Unit 1 & 2: Clay Sculptures-Utilization of All Modeling Techniques

### Desired Results

#### Established Goals:

**Anchor Standard 1: Generating and conceptualizing ideas.**

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 2: Organizing and developing ideas.**

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 3: Refining and completing products.**

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

**Anchor Standard 6: Conveying meaning through art.**

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

**Anchor Standard 7: Perceiving and analyzing products.**

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

**Understandings:**

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

**Essential Questions:**

- 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?

**Students will know/learn...**

- Art movements, periods, styles, and themes throughout history.
- Examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and art-making process.
- Sculptural challenges through initial drawings and evaluate structural choices made in initial drawing, during construction, based upon knowledge of Principles of Design.
- How to store, care for clay pottery, and how properties of clay are transformed during various stages of the project.
- The firing process of clay and the importance of the kiln.
- To communicate cultural preferences through a visual format.
- The Pop Art style, the pioneering artists of the movement, the impact they made in the art world as well as modern day influential artists.
- Space and how it impacts construction and overall design.
- The role and function of sculpture during various eras.
- To appreciate the organization and discipline required to produce a visual arts exhibit.
- How the visual arts relate to other subject areas.
- Additive and subtractive sculpture, bas relief (low, middle, high).
- The elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design.
- Appropriate vocabulary for the creation of artwork, discussions, and critiques.
- Identify various styles and forms of sculpture.

**Students will be able to...**

- Review examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and art making process.
- Explore sculptural challenges through initial drawings and evaluate structural choices made in initial drawing and during construction based upon knowledge of Principles of Design.
- Understand and apply the basic hand-building techniques specific to clay.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Understand and apply the additive and subtractive methods of sculpture and how each of these techniques helps them develop and construct their sculptural form.

- Develop as self-directed learners and demonstrate critical thinking skills when building.
- Develop skills when observing, analyzing and discussing successful sculpture.
- Delineate the innate characteristics between freestanding, relief and kinetic forms.
- Delineate between an organic and a geometric shape and create a balanced kinetic mobile utilizing those shapes.
- Demonstrate and identify the importance of a balance point through construction.
- Explore sculptural challenges through initial drawings and evaluate structural choices made throughout construction.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Understand the role and function of sculpture during various eras.
- Define and discuss various artists, their forms and styles.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit.
- Develop an understanding of how the visual arts relate to other subject areas.
- Gain a positive learning experience in serving in the art community of Readington Township Schools.
- Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas, attitudes, and emotions.
- Use appropriate techniques for various media.
- Experiment with technology in the creation of images.
- Create additive or subtractive sculptures or bas reliefs that reflect personal interpretations and influences.
- Produce relief of planographic images.
- Create images using a computer, video, digital camera, or other technology.
- Demonstrate graphic design techniques, printmaking techniques and 3-D design construction techniques in a variety of media.
- Demonstrate understanding of processes for solving visual problems.
- Understand and articulate the difference between 2-D and 3-D formats and how to transfer their 2-D drawings into a successful 3-D form made from various materials.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Compare and contrast major artists, architects, designers, and commercial artists.
- Choose to be involved in the organization, hanging and reception for a visual arts exhibit.
- Create artwork that involves academic and/or special area subjects.

#### Interdisciplinary Connections

**ELA: NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** Activity: Conduct research to compare and contrast major artists, architects, designers, and commercial artists.

#### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices:** Utilize critical thinking to make sense of problems and persevere in solving them. **9.4.8.DC.2:** Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. **9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). Activity: Students design and create an aesthetically pleasing 3D sculpture that also needs to be fully functioning and purposeful. Use appropriate technology tools to conduct research and share information.

**9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.** Activity: Discuss how themes of art and works of art posted on public forums have impacted art careers.

**9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.** Activity: Is there only one way to achieve success in the completion of an art project? Students will discuss and debate different paths to their finished project.

### Computer Science and Design Thinking

**8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: Students will discuss how use technology in the construction and/or the planning of creating a sculpture. Use Chromebooks to research the work of current and past master sculptors. Then use these images to collect ideas for a future project and share their work through Google Classroom.

### Assessment Evidence

#### Formative:

- Self-Evaluation
- Student/Teacher Check-In
- Admit Tickets
- Pre & Post Drawing Assessment
- Class Discussion
- Exit Ticket

#### Summative:

- Create additive or subtractive sculptures or bas reliefs that reflect personal interpretations and influences
- Produce relief of plano-graphic images
- Create images using a computer, video, digital camera, or other technology
- Color Mixing- Value Assessment
- Final Project

#### Benchmark: [Project Rubric](#)

2-3 times per semester

#### Alternative:

- Sketch Assignments
- Teacher observation
- Student reflections

### Resources

#### Core Materials:

*The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence* by Trevor Andrew Bryan

#### Supplemental Materials:

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

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

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

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

Subject specific leveled texts are available in school bookrooms and classroom libraries

#### Technology:

Chromebooks

Google Classroom

**Grade 8**  
**Studio Art 8**  
 Unit 3 & 4: Portraits & Painting

**Desired Results**

**Established Goals:**

**Anchor Standard 1: Generating and conceptualizing ideas.**

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 2: Organizing and developing ideas.**

- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 3: Refining and completing products.**

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

- 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
- 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

**Anchor Standard 6: Conveying meaning through art.**

- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

**Anchor Standard 7: Perceiving and analyzing products.**

- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.



**Anchor Standard 8: Interpreting intent and meaning.**

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

**Understandings:**

- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

**Essential Questions:**

- 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?

**Students will know/learn...**

- Art movements, periods, styles, and themes throughout history.
- To communicate cultural preferences through a visual format.
- To appreciate the organization and discipline required to produce a visual arts exhibit.
- How the visual arts relate to other subject areas.
- The elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design.
- Appropriate vocabulary for the creation of artwork, discussions, and critiques.
- The distinct characteristics of different art historical styles.
- The relationship between various art historical styles or periods and contemporary forms.
- The use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Creative processes used in problem-solving.
- The cultural and historical development of art and technology and the importance of both in daily life.
- The relationship between an artist and his culture.
- How various artists visualize the same concepts differently.
- The basis for impressionism, expressionism, surrealism, folk art, pop and op art.
- To appreciate the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.
- How the visual arts relate to other subject areas.

- Specific artworks and techniques utilized by master artists.
- Know and use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Care for various art supplies and tools.

**Students will be able to...**

- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Develop a knowledge of color theory.
- Use appropriate techniques for various media.
- Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.).
- Develop a visual vocabulary that includes expressive work.
- Use tools and equipment safely.
- Use technology in the production process when applicable or desired.
- Know and compare the characteristics of artworks in various eras and cultures. (Amistad)
- Describe and place a variety of art objects in historical and cultural contexts.
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Use multi-cultural art forms to create original compositions.
- Recognize the distinct characteristics of different art historical styles.
- Recognize the relationship between various art historical styles or periods and contemporary forms.
- To use current technology.
- Define and discuss various art forms and styles.
- How to use current technology to enhance their understanding of principles of art.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.
- Develop an understanding of how the visual arts relate to other subject areas.
- Use their sketchbooks for preliminary drawing to assist in the development of their ideas and concepts, as well as their art skills and is a work in progress.
- Use the elements of line, shape, space, value, texture, and color in the creation of artwork.
- Use balance, harmony, variety, movement, proportion and unity to create design.
- Know and use primary, secondary, and intermediate colors.
- Be able to mix secondary and tertiary colors.
- Demonstrate basic painting techniques.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Create personal work that communicates emotion through the use of exaggeration, abstraction, and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Compare artwork in terms of theme and style.
- Create artwork that involves academic and/or special area subjects.
- Critique famous works of art throughout history and articulate their preference using vocabulary learned. (LBGTQ & Disabilities)
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.

- Apply knowledge of color theory.
- Use appropriate techniques for various media.
- Develop a visual vocabulary that includes expressive work.
- Understand how various artists visualize the same concepts differently.
- Appreciate a variety of art forms from different cultures and eras.
- Define and discuss various art forms and styles.
- Create a work of art utilizing the elements of line, shape, space, value, texture, and color purposefully while utilizing the principles of design.
- Use the primary, secondary, and intermediate colors in a work of art to evoke an emotion or express an idea.
- Create the secondary and tertiary colors through color mixing.
- Demonstrate painting techniques to create texture, depth and details.
- Make connections with information learned with new challenges as the class progresses
- Creatively solve a design challenge

#### Interdisciplinary Connections

**ELA: NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** Activity: Conduct research to compare and contrast major artists, architects, designers, and commercial artists.

#### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.** Activity: Students produce their own ideas while staying within the parameters of the assigned project (choosing a subject, a position for their sculpture, color schemes, etc.). Students will present their project to the class and determine if and how they would like to share it with a wider audience.

**9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.** Activity: Students discuss their ideas and assist each other in the process and articulation of the proper techniques for each medium. Then they will reflect upon how these skills will be useful during interactions that occur in the workplace.

**9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.** Activity: When sketching, allow for the creative process to take over when unintended results occur to make them part of the evolving planning process.

#### Computer Science and Design Thinking

**8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: Use of Chromebooks for understanding and utilization of the internet to meet specific imagery needs.

#### Assessment Evidence

<b>Formative:</b> <ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Student/Teacher Check-In</li> <li>• Admit Tickets</li> <li>• Pre &amp; Post Drawing Assessment</li> <li>• Class Discussion</li> <li>• Exit Ticket</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• Final Projects</li> <li>• Drawing- Pre &amp; Post drawing assessment</li> <li>• Rubric</li> </ul>	<b>Benchmark:</b> <a href="#">Project Rubric</a> 2-3 times per semester  <b>Alternative:</b> <ul style="list-style-type: none"> <li>• Sketch Assignments</li> <li>• Teacher observation</li> <li>• Student reflections</li> </ul>
<b>Resources</b>	
<b>Core Materials:</b> <i>The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence</i> by Trevor Andrew Bryan	
<b>Supplemental Materials:</b> <a href="http://www.theartofed.com">www.theartofed.com</a> <a href="http://www.incredibleart.org">www.incredibleart.org</a> <a href="http://www.theartofeducation.edu">www.theartofeducation.edu</a> <a href="http://www.getty.edu">www.getty.edu</a> Subject specific leveled texts are available in school bookrooms and classroom libraries	
<b>Technology:</b> Chromebooks Google Classroom Photopea	