

READINGTON PUBLIC SCHOOL DISTRICT

**Grades 6 - 8
Visual Arts Curriculum 2020**

Authored by:

Mrs. Tracy Fitzgerald, Middle School Art Teacher

Reviewed by:

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

Approval Date:

August 18, 2020

Members of the Board of Education:

Laura Simon, President
Anna Shin, Vice-President
Ray Egbert
Carol Hample
Robyn Mikaelian
Carolyn Podgorski
Andrew Saunders
Thomas Wallace
Eric Zwerling

**Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889**

I. PURPOSE AND OVERVIEW

The Readington School District fine arts program provides a balanced instructional approach that includes common beliefs: (1) artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and are able to respond by analyzing and interpreting the artistic communication of others, (2) artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult, (3) artistically literate citizens know and understand artwork from varied historically periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships, between the arts and other knowledge, (4) artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts, and (5) artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Readington Township's curriculum is designed to be responsive to the developmental stages of learners. The curriculum progresses across grades and levels to create a sequential, standards-based approach to arts education.

The art curriculum has been developed for the Readington Township School District and is based on the National Core Arts Standards and the New Jersey Student Learning Standards (NJSLS). The national standards for the Visual Arts were developed by the National Art Education Association Art Standard Committee to reflect a national consensus of the views of organizations and individuals representing educators, parents, artists, professional associations in education and in the arts, public and private educational institutions, philanthropic organizations, and leaders from government, labor, and business.

The Visual Arts Curriculum for the Readington Township School District will provide assistance and support to Readington visual arts teachers and administrators in the implementation of a comprehensive K-8 visual arts program. The material described in this guide will assist visual arts teachers in designing visual arts lesson plans that give each student the chance to meet the content and performance or achievement standards in visual arts. It is intended to give visual arts teachers a flexible guideline in the design and delivery of a meaningful and relevant visual arts program that is planned, ongoing, and systematic.

II. COMPONENTS OF EFFECTIVE FINE ARTS EDUCATION

The components of a successful balanced fine arts program in the K-8 school setting include:

Creating

- Conceiving and developing new artistic ideas and work.

Performing/Producing/Presenting:

- Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
- Presenting (visual arts): Interpreting and sharing artistic work.
- Producing (media arts): Realizing and presenting artistic ideas and work.

Responding

- Understanding and evaluating how the arts convey meaning.

Connecting

- Relating artistic ideas and work with personal meaning and external content.

III. GOALS

- New Jersey Student Learning Standards for Visual and Performing Arts
- National Core Arts Standards
- 21st Century Life and Careers

IV. ASSESSMENT

Readington Township School District utilizes a multitude of assessments to inform and fuel teaching. The assessments that are used provide teachers and the district with crucial information about what exactly is working and not working for our students' fine arts education. Evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether a student is gaining facility or gaining progress in a given subject area. Both formative and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline of visual arts. Teachers developed Cornerstone Performance Assessments in grades 2, 5, and 8 using the National Fine Arts Curriculum as a guide. The cornerstone performance assessments:

- are curriculum embedded (as opposed to externally imposed)
- recur over the grades, becoming increasingly sophisticated over time
- establish authentic contexts for performance
- assess understanding and transfer via genuine performance
- integrate 21st Century Skills (e.g., critical thinking, technology use, teamwork) with subject area content
- evaluate performance with established rubrics
- engage students in meaningful learning while encouraging the best teaching
- provide content for a student's portfolio (so that they graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken)

[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 ARRANGEMENT

The K- 8 visual arts program in the Readington Township School District is a basic visual arts program.

- **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

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade Communication Art and Studio Art	Eighth Grade Three Dimensional Art and Studio Art
Unit 1 Sept./ Oct.	Elements of Art-Color (Introduce)	Elements of Art-Texture (Developing)	Principle of Design-Balance (Developing)	Principle of Design-Movement (Developing)	Ongoing Development of Mixed Media, Print-Making, 3-D Forms, and/or Paper Crafts	Collaborative Art	All the Elements of Art Mixed Media	One Point Perspective-Gradations AND Linoleum Self-Portraits	Clay Sculptures-Utilization of All Modeling Techniques
Unit 2 Oct./ Nov		Elements of Art- Value (Introduce) Elements of Art-Space (Developing)	Principle of Design-Proportion (Introduce)	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)	All the Elements of Art Mixed Media	One Point Perspective-Gradations AND Linoleum Self-Portraits	Clay Sculptures-Utilization of All Modeling Techniques
Unit 3 Nov./ Dec.		Elements of Art-Shape (Introduce)	Principle of Design-Emphasis (Introduce)	Ongoing Development of Principles and Elements of Design			3D Sculpture Mixed Media	Linoleum Printmaking AND Photoshop Introduction (Advertising)	Self Portraits-Acrylic Paintings AND Sculpture Mixed Media
Unit 4 Jan.	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums		Mastering the use of various mediums and studying various art movements and their relevance to our society and other cultures	3D Sculpture Mixed Media	Linoleum Printmaking AND Photoshop Introduction (Advertising)	Self Portrait Acrylic Painting AND Sculpture Mixed Media
Unit 5 Feb./ Mar.	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Expanding upon Principles and Elements of Design based upon master artists and		Repeat Above With next semester	Repeat Above With next semester	Repeat Above With next semester

Unit 6 Mar./ Apr.	Elements of Art-Line (Introduce)	Elements of Art-Color (Developing)	Principle of Design- Variety (Introduce)	Introduce Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts	their specific technique				
Unit 7 May/ June	Elements of Art-Texture (Introduce)	Principle of Design- Balance Pattern & Repetition (Introduce)	Principle of Design- Movement (Introduce)	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.

Studio Art

<p align="center">Grade 6 Studio Art 6</p> <p>Overview: Focuses on exposing students to a wide variety of mediums and projects (2-D & 3-D).</p>
Desired Results
<p>Established Goals:</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Investigate- Plan-Make VA: Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art. VA: Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work. Investigate VA: Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. VA: Cr2.2.6a Explain environmental implications of conservation, care, and clean-up art materials, tools, and equipment. VA: Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p>Anchor Standard 3: Refine and complete artistic work. Reflect, Refine, Continue VA: Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. VA: Pr4.1.6a Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. VA: Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>

VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.

VA:Re7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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.
- Visual, spatial, and temporal concepts with content to communicate intended meaning in artwork.
- Subjects, themes, and symbols demonstrate knowledge of contexts, values, and aesthetics that can communicate intended meaning in artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important 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

<p>artifacts, and artworks for preservation and presentation.</p> <ul style="list-style-type: none"> • Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it. • 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. • 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 imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p>redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <ul style="list-style-type: none"> • 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? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • 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 organizational 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. • The differences between additive and subtractive methods of sculpture, and how each of these techniques helps them develop and construct their sculpture. • Specific artworks and techniques utilized by master artists. • Know and use appropriate vocabulary during the creation of art work, discussions, and critiques. • Care for various art supplies and tools. <p>Students will be able to...</p> <ul style="list-style-type: none"> • 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 production process when applicable or desired.
- Know and compare the characteristics of artworks in various eras and cultures.
- 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 organizational 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.
- Analyze the differences and similarities between prehistoric, Egyptian, medieval, and Japanese art forms.
- Compare and contrast the influence of African art on Picasso's and other modern artists' work.
- Compare and contrast the influence of Japanese woodcuts on Impressionist and post-Impressionist work.
- 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.
- 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.
- 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
- Creatively solve a design challenge
- 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
- Deepen their understanding of how the elements of art relate to the principles of design, balance, movement and proportions when creating a sculpture.
- 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.
- Compare and contrast the characteristics of artworks in various eras and cultures.

Interdisciplinary Connections

Technology: 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Activity: Use of Chromebooks for understanding and utilization of the internet to meet your specific imagery needs.

ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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.

21st Century Skills

Career Ready Practice: CRP6. Demonstrate creativity and innovation. 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.).

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 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.

Assessment Evidence

Formative:

- Pre-assessment
- Self-evaluation

Benchmark: [Project Rubric](#)

2-3 times a semester

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

<p>Grade 7 Communication Art</p> <p>Overview: Focuses upon ways we communicate through technology. Students will explore various graphic programs while learning additional computer and photographic skills.</p>
Desired Results
<p>Established Goals:</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Investigate-Plan-Make VA: Cr1.1.7a Apply methods to overcome creative blocks. VA: Cr1.2.7a Develop criteria to guide making work of art or design to meet an identified goal.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work. Investigate VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design. VA: Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.</p>

VA: Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA:Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.7a Interpret art by analyzing art-making approaches the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom, and

Essential Questions:

- 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?
- 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

<p>responsibility while developing and creating artworks.</p> <ul style="list-style-type: none"> • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. • Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it. • 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. • 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 imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p>objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks 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? • 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 an image? Where and how to we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • About propaganda and how different types are embedded in advertising. • 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. • 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.
- Demonstrate proper usage and techniques of printmaking equipment and technology.
- Use graphic skills to take a digital self-portrait and manipulate the image using Photoshop.
- 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.
- 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 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.
- Demonstrate basic relief printmaking techniques.
- Compare and contrast the different methods of printmaking.
- 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

Technology: 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Activity: Students will use Photoshop to manipulate images. Students do several mini-lessons to learn Photoshop techniques and research good design.

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.

21st Century Skills

Career Ready Practice: CRP6. Demonstrate creativity and innovation. Activity: Students will use techniques modeled by famous artists to produce their own unique project.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 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.

Assessment Evidence

Formative:

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

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

www.incredibleart.org
www.theartofeducation.edu
www.getty.edu

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

Technology:

Photoshop

Camera

Internet/computer

**Grade 7
Studio Art 7**

Overview: Focuses upon a variety of traditional art mediums and skills in order to complete projects which include a unique landscape drawing and a linocut (a form of printmaking).

Desired Results

Established Goals:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.1.7a Apply methods to overcome creative blocks.

VA: Cr1.2.7a Develop criteria to guide making work of art or design to meet an identified goal.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design.

VA: Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.

VA: Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA: Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA: Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.7a Interpret art by analyzing art-making approaches the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identity ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or

Essential Questions:

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- What methods or processes are considered when preparing artworks 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?
- 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 the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?

<p>when deciding if and how to preserve and protect it.</p> <ul style="list-style-type: none"> • 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. • 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 imagery influences understanding of and responses to the world. 	<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
---	---

Students will know/learn...

- The history of perspective, how it impacted the creation of artwork, and the importance of a vanishing point within a drawing.
- Art movements, periods, styles, and themes throughout history that pertain to perspective.
- 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, 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...

- Gain understanding of the history of perspective, how it impacted the creation of artwork and the importance of a vanishing point within a drawing.
- Recognize art movements, periods, styles, and themes throughout history that pertain to perspective.
- Engage in meaningful class discussions about 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.
- Demonstrate an understanding of depth, volume, and value by shading/ blending in a realistic way.

- Demonstrate an understanding of a consistent light source within a composition.
- Develop skills 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 appreciation for various drawing and painting styles.
- 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 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.
- 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 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 painting as a form of expression.
- 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.
- Create artwork reflecting knowledge of cultural meanings of forms and functions of the art of African Americans.
- 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.
- 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

Technology: 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. Activity: Students will use a variety of digital tools to conduct research regarding the connections between a self-selected content area and a piece of art.

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.

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Share reflections on a completed project with a partner or the class.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Discuss how careers in art have changed over time.

Assessment Evidence

Formative:

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

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

www.incredibleart.org

www.theartofeducation.edu

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

Overview: Focuses upon the three different types of sculpture; free standing, relief, and kinetic. Students who enjoy modeling, as well as constructing using non-traditional art materials, such as clay, wood and copper foil and wire will appreciate the learning that occurs in this 8th grade course.

Desired Results

Established Goals: What relevant goals

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate- Plan-Make

VA: Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.

VA: Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing.

VA: Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

VA: Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4.1.8a Develop and apply criteria evaluating a collection of artwork for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA:Pr6.1.8a Analyze why and how art exhibition or collection may influence ideas, beliefs, and experiences.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA:Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, and use of media, art-making approaches and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- 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.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How 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?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?
- How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

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 a 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...

- 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 a 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

- Recount and use skills learned from the clay sculpture project and apply knowledge to construct kinetic sculpture using various wood pieces.
- Select appropriate tools and equipment.
- Follow all safety precautions

Interdisciplinary Connections

Technology: 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 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.

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.

21st Century Skills

Career Ready Practice: CRP11. Use technology to enhance productivity. Activity: Use appropriate technology tools to conduct research and share information.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. Activity: Discuss how themes of art and works of art posted on public forums will impact the artist now and in future career opportunities.

Assessment Evidence

Formative:

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

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

www.incredibleart.org

www.theartofeducation.edu

www.getty.edu

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

Technology:
ChromeBooks
Google Classroom

**Grade 8
Studio Art 8**

Overview: Focuses upon a variety of traditional art mediums and skills in order to complete projects which include working in clay and creating a self-portrait painting.

Desired Results

Established Goals:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate- Plan-Make

VA: Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.

VA: Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing.

VA: Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

VA: Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4:1.8a Develop and apply criteria evaluating a collection of artwork for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5:1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA: Pr6.1.8a Analyze why and how art exhibition or collection may influence ideas, beliefs, and experiences.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA: Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA: Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, and use of media, art-making approaches and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA: Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA: Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA: Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Understandings:

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?
- How does knowing the contexts histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- What role does persistence play in revising, refining, and developing work? how do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How 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 an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?
- How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of

	<p>their lives and the lives of their communities through art-making?</p> <ul style="list-style-type: none"> • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • 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. <p>Students will be able to...</p> <ul style="list-style-type: none"> • 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 though initial drawings and evaluate structural choices made in initial drawing, 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 a self-directed learners and demonstrate critical thinking skills when building. • Develop skills when observing, analyzing and discussing successful sculpture. • Delineate the innate characteristics between a 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. • 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. • 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, 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.
- Recount and use skills learned from the clay sculpture project and apply knowledge to construct kinetic sculpture using various wood pieces.
- 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

Technology: 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Activity: Discuss the appropriate use of manipulated images prior to utilizing manipulating imagery on their face through Photoshop.

ELA: NJSLSA.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.

21st Century Skills

Career Ready Practice: CRP6. Demonstrate creativity and innovation. Activity: Create images using a computer, video, digital camera, or other technology.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Discuss how the evolution of technology has impacted career and hobbyist artists.

Assessment Evidence

Formative:

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

Benchmark: [Project Rubric](#)

2-3 times per semester

Alternative:

- Sketch Assignments
- Teacher observation
- Student reflections

<p>Summative:</p> <ul style="list-style-type: none"> • 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 	
<p style="text-align: center;">Resources</p>	
<p>Core Materials: <i>The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversations and Confidence</i> by Trevor Andrew Bryan</p> <p>Supplemental Materials: www.theartofed.com www.incredibleart.org www.theartofeducation.edu www.getty.edu Subject specific leveled texts are available in school bookrooms and classroom libraries</p> <p>Technology: Chromebooks Google Classroom Photoshop</p>	