

**Randolph Township Schools  
Middle School  
Visual Art 6-8 Curriculum**

*"Look around. Look at what we have. Beauty is everywhere-you only have to look to see it."  
-Bob Ross*

**Visual and Performing Arts Department**

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

The Visual Arts classes for 6th, 7th, and 8th graders are foundations classes, basic to general education of the students at the middle level and a continuation of skills and knowledge. In the process of educating a well-rounded child, students need to be exposed to more than just reading, writing and mathematics. The study of art nurtures student's appreciation of the human experience and is vital when developing an integrated, interdisciplinary curricular approach to education. Courses were developed to foster an individual artist's ability to employ techniques, think imaginatively and provide an outlet for personal expression. In turn, advanced cognitive processes such as divergent thinking, evaluation and problem-solving skills are matured as a result of studying visual arts. Art Education is a necessity in every student's life and the New Jersey Core Curriculum Content Standards state that "experience with and knowledge of the arts is a vital part of a complete education." (New Jersey Department of Education, 2009).

The purpose of this document is to develop an articulated visual arts curriculum, well versed in teaching the four disciplines of visual arts: aesthetics, art criticism, art production and art history. Sequential growth in the study of the Elements of Art and Principles of Design will progress in rigor as students move from 6<sup>th</sup> grade through 8<sup>th</sup> grade. Areas of focus will include painting, drawing, and mixed-media.

Through the employment of this curriculum, during this quarter length elective, it is anticipated that the students of Randolph Township School District will view art as a means of communication and that it provides significant and meaningful avenues for understanding the world.

Visual Art follows the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

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Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>2.5 weeks</b>	<b>I</b>	<b>Drawing</b>
<b>2.5 weeks</b>	<b>II</b>	<b>Painting</b>
<b>4 weeks</b>	<b>III</b>	<b>Mixed-Media</b>

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**Unit I: Drawing**

<b>STANDARDS / GOALS:</b> <i>NJ Core Curriculum Content Standards - VPA</i>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>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.</p> <p>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).</p>	<p>Continued application and practice using the elements and principles develops skill and strides towards competency.</p>	<ul style="list-style-type: none"> <li>• How are the Elements of Art and Principles of Design used in drawing to effectively communicate visual design ideas and solutions?</li> <li>• Why is accuracy and precision a central component in the development of drawing for achieving desired outcomes?</li> </ul>
	<p>Artists use a variety of techniques and processes while manipulating drawing media to achieve desired effects.</p>	<ul style="list-style-type: none"> <li>• Why is drawing considered to be the building block for other artistic media?</li> </ul>
	<p>Artists create and interact with objects, places, and people that define, shape, enhance, and empower their lives.</p>	<ul style="list-style-type: none"> <li>• What considerations should artists make when choosing drawing media and technique to effectively execute chosen subject matter?</li> </ul>
	<p><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b>  <b>Students will be able to:</b></p>
	<p>Artists use the Elements of Art and Principles of Design cohesively throughout multiple artistic media in order to create a successful work of art.</p>	<p>Utilize artistic vocabulary specific to the unit of drawing and the Elements of Art including but not limited to line, shape, color, texture, value, form, and space.</p>

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**Unit I: Drawing**

	<p>Artists use a variety of drawing tools such as rulers, compasses, stencils, and media such as pencil, charcoal, color pencil, marker, and pastel.</p>	<p>Utilize artistic vocabulary specific to the unit of drawing and the Principles of Design including but not limited to balance, contrast, emphasis, pattern, unity, movement, rhythm.</p> <p>Apply the Elements of Art in production techniques specific to the unit of drawing including but not limited to line, shape, color, texture, value, form, and space.</p> <p>Apply the Principles of Design in production techniques specific to the unit of drawing including but not limited to balance, contrast, emphasis, pattern, unity, movement, rhythm.</p> <p>Create an image using varying shades of light and dark using value.</p> <p>Recognize and utilize a variety of drawing media and materials.</p>
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**Unit I: Drawing**

	<p>Reflection, assessment, and refinement are key steps in the process of creating art.</p> <p>Artists utilize technology while researching, exploring, and producing artwork in order to support their visual acuity.</p>	<p>Demonstrate perspective in a work of art.</p> <p>Employ critique in order to achieve self-improvement and to support refinement of the creative process.</p> <p>Demonstrate through discussion, sketches, and assignments an understanding of drawing as a form of communication and expression.</p> <p>Incorporate technology in research, exploration, and art production when applicable.</p>
	<p><b>VOCABULARY:</b> Observational drawing, line quality, hatching, cross-hatching, stippling, contour, blending, object shadow, cast-shadow, value scale, highlight, light source, illusion of depth, overlapping, positive/negative space, geometric vs. organic shapes, one-point perspective, horizontal, vertical, diagonal, orthogonal, vantage point, birds-eye view, worms-eye view, street view, interior, exterior, gesture, dynamic vs. static, monochromatic, complementary, and analogous.</p>	

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**Unit I: Drawing**

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Utilizing drawing tools and media (pencil, eraser, tortillon stump, pastel, charcoal, color pencil, and marker) appropriately for desired outcomes
- Creation of a drawing from observation of a person, place, or object with implementation of Elements of Art
- Creation of an observational drawing of a person, place, or object that implement both the Elements of Art and Principles of Design
- Integration of technical skills that support producing the illusion of depth in a drawing

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Explore a variety of drawing tools, media, and techniques including but not limited to (pencil, eraser, tortillon stump, pastel, charcoal, color pencil, and marker)
- Independent creation of drawing from observation of a person, place, or object with implementation of Elements of Art and/or Principles of Design
- Independent observational drawing of a person, place, or object with implementation of Elements of Art and Principles of Design
- Participate in activities centered around exploring, practicing, and applying drawing techniques to solve artistic challenges

**SUGGESTED TIME ALLOTMENT**

**2 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

[Video-How to shade with Pencil for Beginners](#)

[Website-7 Drawing Techniques for Accuracy](#)

[Video- 9 Ways to Shade](#)

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**Unit II: Painting**

<b>STANDARDS / GOALS:</b> <i>NJ Core Curriculum Content Standards - VPA</i>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
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.	The Elements of art are the fundamental properties of all artworks. They are the “alphabet” of art for understanding and creating.	<ul style="list-style-type: none"> <li>• How are the Elements of Art and Principles of Design used in painting to effectively communicate visual design ideas and solutions?</li> </ul>
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).	Artists use a variety of techniques and processes while manipulating painting media to achieve desired effects.	<ul style="list-style-type: none"> <li>• What influences the choice of paint during the creational process?</li> <li>• How do artists learn from trial and error when painting?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Artists use the Elements of Art and Principles of design throughout multiple artistic media in order to create a successful work of art.	Utilize artistic vocabulary specific to the unit of painting.  Apply the Elements of Art in production techniques specific to the unit of painting in a work of art.  Apply the Principles of Design in production techniques specific to the unit of painting in a work of art.

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**Unit II: Painting**

	<p>Artists utilize the color wheel to categorize colors into color schemes.</p> <p>Reflection, assessment, and refinement are key steps in the process of creating art.</p> <p>Artists create implied and/or actual textures in paintings to enhance the surface quality of their subject matter.</p> <p>Artists utilize technology while researching, exploring, and producing artwork in order to support their visual acuity.</p>	<p>Demonstrate application of paint to produce hues, tints, and shades.</p> <p>Utilize color theory during the painting process for a desired outcome.</p> <p>Employ the practice of critique in order to achieve self-improvement.</p> <p>Demonstrate through discussion, sketches, and assignments an understanding of drawing as a form of communication and expression.</p> <p>Apply varying techniques to develop textures in a painting.</p> <p>Incorporate technology in research, exploration, and art production when applicable.</p>
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**Unit II: Painting**

	<p><b>VOCABULARY:</b> Monochromatic, complementary, analogous, hue, tint, shade, depth, aerial perspective, foreground, mid-ground, background, overlap, and picture plane, grid transfer, scale, tint, shade, tone, tertiary, monochromatic, complementary, analogous, tactile vs. implied texture, posterization, and stylized</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Utilizing painting tools and media (brushes, palettes, palette knife, acrylic, watercolor, ink, additives) appropriately for desired outcomes.</li> <li>• Creation of a painting of a person, place, or object with implementation of Elements of Art and/or Principles of Design</li> <li>• Integration of skills that support color theory in painting.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of painting tools, media, and techniques including but not limited to (brushes, palettes, palette knife, acrylic, watercolor, ink, additives).</li> <li>• Independent painting of a person, place, or object with implementation of Elements of Art and/or Principles of Design</li> <li>• Participate in activities centered around exploring, practicing, and applying painting techniques to solve artistic challenges</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><a href="#">Video-Introduction to Color</a>  <a href="#">Chart- Hue, Tint, Tone, Shade</a>  <a href="#">Video- Chuck Close Note to Younger Self-CBS News</a></p>	

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**Unit III: Mixed-Media**

<b>STANDARDS / GOALS:</b> <i>NJ Core Curriculum Content Standards - VPA</i>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>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).</p>	<p>All Visual Art has special vocabulary, tools, materials, and processes</p>	<ul style="list-style-type: none"> <li>• How are the Elements of Art and Principles of Design used in mixed-media to effectively communicate visual design ideas and solutions?</li> </ul>
	<p>Artists create and interact with objects, places, and people that define, shape, enhance, and empower their lives.</p>	<ul style="list-style-type: none"> <li>• What considerations should artists make when choosing mixed-media applications and technique to effectively execute chosen subject matter?</li> </ul>
<p>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.</p>	<p><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>
	<p>Artists use the Elements of Art and Principles of Design cohesively throughout multiple artistic media in order to create a successful work of art.</p>	<p>Utilize artistic vocabulary specific to the unit of mixed-media.</p> <p>Apply the Elements of Art in production techniques specific to the unit of mixed-media.</p> <p>Apply the Principles of Design in production techniques specific to the unit of mixed-media.</p> <p>Demonstrate sequential growth in understanding and applying the Elements of Art and Principles of Design in the unit of mixed-media.</p>

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	<p>Exploring and experimenting with a variety of media will lead to new discoveries while creating unique pieces of art.</p> <p>Tool and material selection are relative to the combination of two- and three-dimensional art forms depending on desired outcomes.</p> <p>Reflection, assessment, and refinement are key steps in the process of creating art.</p> <p>Artists utilize technology while researching, exploring, and producing artwork in order to support their visual acuity.</p>	<p>Demonstrate knowledge and application of techniques to combine multiple art media into a two or three-dimensional work of art.</p> <p>Demonstrate critical thinking skills in material selection when combining art media to find functional solutions to potential issues.</p> <p>Employ critique in order to achieve self-improvement and to support refinement of the creative process.</p> <p>Incorporate technology in research, exploration, and art production when applicable.</p>
	<p><b>VOCABULARY:</b> Collage, assemblage, montage, combine, layering, adhesives, up-cycle,</p>	

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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Utilizing media applications appropriately for desired outcomes such as, but not limited to, collage and paint layering.
- Creation of a mixed-media project of a person, place, or object with implementation of the Elements of Art and Principles of Design.
- Integration of skills that support the enhancement of visual and tactile experiences.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Explore a variety of mixed-media applications such as, but not limited to, collage and paint layering
- Independent mixed-media project of a person, place, or object with implementation of the Elements of Art and Principles of Design
- Participate in activities centered around exploring, practicing, and applying mixed-media applications to solve artistic challenges

**SUGGESTED TIME ALLOTMENT**

**4 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

[Website- The Beginner's Guide to Making Mixed Media Art](#)