

**Randolph Township Schools
Randolph Middle School
Contemporary Art Curriculum**

*"All my life, my heart has yearned for a thing I cannot name."
-Andre' Breton*

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 Contemporary Arts classes for 6th, 7th, and 8th graders are foundations classes, basic to general education of the students at the middle school 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. 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 the arts. Art Education is a necessity in every student's life and the New Jersey Core Curriculum Content Standards for Visual and Performing Arts 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 Contemporary Arts curriculum, well versed in teaching Twentieth Century American Art as it responds to cultural change. It follows the growth of printmaking and mixed-media within developments of the Twentieth Century. This course will focus on creative thinking, problem solving, and decision making. The study of Modern Art styles and movements will provide opportunities for students to explore in-depth the arts of modern America and how it influences present day art making. Major projects will take inspiration from Abstract, Expressionism, Decorative Arts, Pop, and Street Art.

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

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

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Grade 6 (1900-1910) Rebels of the Modern World
2 weeks	II	Grade 6 (1910-1920) Beyond the Visual
2 weeks	III	Grade 6 (1920-1930) Decorative Designs
2 weeks	IV	Grade 6 (1930-1940) Adventures of the Avant-Garde
3 weeks	V	Grade 7 (1940-1950) The Non-Objective...Objective
4 weeks	VI	Grade 7 (1950-1970) The Pop Machine
2 weeks	VII	Grade 7 (1970-1980) Finding Your Voice
4 weeks	VIII	Grade 8 (1980-2000) Beyond the Streets
2 weeks	IX	Grade 8 (2000-Present) Artistic License
3 weeks	X	Grade 8 (Present-Day) Share the Experience

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Unit I: Rebels of the Modern World (Grade 6)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	20 th Century American artists addressed both current events of the time and historical ideas through their artistic endeavors.	<ul style="list-style-type: none"> • How did the historical innovations of the 20th century transform and shape the art created in that time period?
1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	Social, historical, and political impacts on the arts influence the way we look at and create future work.	<ul style="list-style-type: none"> • How can contemporary artists be inspired by the impacts past artists and designers have made on culture? • Why did artists of the Twentieth Century take creative risks and break from established traditions?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	People develop ideas and understandings of society, culture, and history through their interaction and analysis of art.	Examine how art reflects the changing times of the early 1900's and apply similar concepts to personalized art making.

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Unit I: Rebels of the Modern World (Grade 6)

	<p>Twentieth Century Modern artists were influenced by the changing world around them and took risks to develop new and innovative approaches in art making.</p> <p>Tools such as rulers, compasses, stencils, and stamps can be used with a variety of media. Use of these technical tools create precision and detail in industrial inspired works of art.</p>	<p>Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>Recognize and utilize an assortment of media and materials while creating personalized art.</p>
	<p>VOCABULARY: Industrial Revolution, Modernism, futuristic, mechanical, steam punk, ornamental design, radial symmetry, movement, and balance.</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Utilizing tools appropriately for precise outcomes including but not limited to (rulers, compasses, stencils, and stamps)
- Creating a mechanically inspired composition
- Integration of Industrial Revolution themes, ideas, and designs

KEY LEARNING EVENTS AND INSTRUCTION:

- Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document.
- Independent creation of mechanically inspired composition using a variety of media.
- Participate in activities centered around analyzing works of art from the dawn of Modernism.

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Unit I: Rebels of the Modern World (Grade 6)

SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	Video- George Bellows Pennsylvania Station Excavation Video- Morris Museum Steampunk Exhibit

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Unit II: Beyond the Visual (Grade 6)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Artists combine elements of art and principles of design to communicate emotional responses to their unique life experiences.	<ul style="list-style-type: none"> • How do artists use the elements of art and principles of design to create a visual language?
1.4.8.A.5 Interpret symbolism and metaphors embedded in works of visual art.	During the 20 th century artists use symbolism and metaphors to convey personal and universal understandings in artworks.	<ul style="list-style-type: none"> • What was the general atmosphere of art creation in the 20th century, particularly concerning realism and abstraction?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Engagement with art can lead to understanding and appreciation of self, others, and the natural world. Artists communicate in a visual language that may include symbolism and metaphors.	Explore concepts while experimenting with the elements of art and principles of design. Embody unexpected inspirations from the natural world. Understand and apply the elements of art and principles of design to create an abstract work of art. Investigate and experiment with symbolism and abstract concepts in personal art.

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Unit II: Beyond the Visual (Grade 6)

		Explore the cultural climate of America during 1910's and how it affected the arts.
	VOCABULARY: Abstract, organic, geometric, symbolism, metaphor, expressionism,	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art media and techniques that best convey their personal expression • Creating an abstract composition • Integrating Expressionism themes, ideas, and designs within individual artwork <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document • Independent creation of symbolic and/or expressive inspired composition using a variety of media • Participate in activities centered around analyzing works of art that employed Expressionism and Symbolism to communicate ideas 		
SUGGESTED TIME ALLOTMENT	2 weeks	
SUPPLEMENTAL UNIT RESOURCES	Video-The Case for Abstraction PBS Video- Hilma af Klint Video- Kandinsky Effect Video- Georgie O'Keeffe Brief History	

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Unit III: Decorative Designs (Grade 6)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.	Artists and designers use the Elements of Art and Principles of Design to fabricate utilitarian and decorative objects.	<ul style="list-style-type: none"> • What responsibility and influence do designers and artists have toward societal style?
1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.	Artistic styles and genres reflect the time period, culture, and trends of individuals experiences.	<ul style="list-style-type: none"> • In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expression?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>The elements of art and principles of design can be employed in any combination to create a successful utilitarian or decorative object.</p> <p>Artists and designers respond to the major events that took place including but not limited to WWI through projects, products, and architecture.</p>	<p>Compare and contrast the use of elements of art and principles of design in works of art.</p> <p>Apply the elements of art and principles of design in the creation of a decorative artifact.</p> <p>Identify and apply specific characteristics of the time periods fashionable style.</p>

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Unit III: Decorative Designs (Grade 6)

		Explore the cultural climate of America during 1920's and how it affected the arts.
	VOCABULARY: Nouveau, Deco, Decorative Art, utilitarian, organic, geometric, balance, symmetrical, pattern, repetition.	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art tools, media and techniques for appropriate design outcomes. • Creation of a decorative arts design inspired composition. • Integration of Nouveau or Deco themes, ideas, and designs. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document • Independent creation of a decorative design inspired composition using a variety of media • Participate in activities centered around analyzing works of art from the Nouveau Style to the Style Moderne (modernism turned into fashion) 		
SUGGESTED TIME ALLOTMENT	2 weeks	
SUPPLEMENTAL UNIT RESOURCES	Video-Art Nouveau vs. Art Deco	

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Unit IV: Adventures of the Avant-Garde (Grade 6)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Complex ideas and concepts can be conveyed through 2-dimensional and 3-dimensional artworks.	<ul style="list-style-type: none"> • How does an individual convey complex ideas through artistic choices?
	Original art can be created in response to historical era themes.	<ul style="list-style-type: none"> • How does an artist respond to historical context through creation of original art?
1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	<p>Art of the 1930s evoked experimentation of materials to explore complex ideas that were considered radical, nontraditional, and innovative.</p> <p>Artists respond to the major events that took place including but not limited to WWII through artistic endeavors.</p>	<p>Communicate complex ideas in the production of a 2-dimensional or 3-dimensional artwork.</p> <p>Explore the cultural climate of America during 1930's and how it affected the arts.</p>
	VOCABULARY: Dadaism, Surrealism, Cubism, Avant-Garde, Abstract-Expressionism, sub-conscious mind.	

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Unit IV: Adventures of the Avant-Garde (Grade 6)

ASSESSMENT EVIDENCE: Students will show their learning by:

- Utilizing techniques appropriate to expressing the Avant-Garde
- Creation of a Surrealist, Cubist, and/or Abstract-Expressionist composition
- Integration of Surrealist, Cubist, Abstract-Expressionist themes, ideas, and designs

KEY LEARNING EVENTS AND INSTRUCTION:

- Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document
- Create Surrealist, Cubist, and/or Abstract-Expressionist inspired composition using a variety of media
- Participate in activities centered around analyzing works of art from the Surrealist, Cubist, Abstract-Expressionist genres

SUGGESTED TIME ALLOTMENT

2 weeks

SUPPLEMENTAL UNIT RESOURCES

- [Video-What is Cubism?](#)
- [Video-Get Surreal](#)
- [Tate Gallery:Introducing Alberto Giacometti](#)
- [Video- George Segal](#)
- [Video- Depression Bread line](#)

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Unit V: The Non-Objective...Objective (Grade 7)

<p>STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i></p> <p>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.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>Individual aesthetic and empathic awareness developed with the engagement of art can lead to understanding and appreciation of modern genres.</p>	<ul style="list-style-type: none"> • How does learning about a genre impact how we perceive artwork created in the time period?
	<p>The understanding of genre themes helps solve visual problems when evaluating a piece of artwork.</p>	<ul style="list-style-type: none"> • How is a personal preference of an art genre different than an evaluation? • How does your opinion change once you understand the context of the artwork?
	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
	<p>Engaging with Abstract art leads to appreciation of the art form itself.</p> <p>Context, time period, and artists intention are crucial for gaining a deeper understanding of the artwork.</p>	<p>Develop an appreciation for the various art movements and forms that took place during the 20th century, including but not limited to Abstraction, Non-Objective, Minimalism, Color Field, and Op Art.</p> <p>Criticize artwork of the time period in order to lead to a better understanding of the modern movement.</p>

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	<p>Artists respond to changing culture and societal norms by exploring new ideas through art.</p>	<p>Apply concepts of abstract art in an original framework.</p> <p>Explore the cultural climate of America during 1940's and how it affected the arts.</p>
	<p>VOCABULARY: Non-objective abstract art, Color Field Painting, Minimalism, Op Art</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art tools, media and techniques for appropriate abstract outcomes • Creation of Abstract inspired composition • Integration of Abstract or Op Art themes, ideas, and designs <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document • Independent creation of Abstract inspired composition using a variety of media • Participate in activities centered around analyzing works of art from the Abstract Art Movements of the Twentieth century 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>3 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Video-The Case for Abstraction PBS Video-What is Abstract Art? Video-What is Abstract Expressionism? Video-Understanding Minimalism and Color Field Video-Color Field Exhibit Video- Op Art Beyond Riley</p>	

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Unit VI: The Pop Machine (Grade 7)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.	Pop Art was part of a social dialogue that concerned a larger framework, such as personal and cultural identity, community, and nationality.	<ul style="list-style-type: none"> • How did popular culture transform and shape the art created in the 20th century?
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.	Artists of the Pop movement created original artwork through the application of a variety of print media and techniques.	<ul style="list-style-type: none"> • How do artists employ new technologies to create innovative art?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	<p>Pop Art reflected the cultural concepts of consumerism and popular images.</p> <p>Historically, innovations in art parallel innovations in technology.</p>	<p>Create an original 2-Dimensional or 3-Dimensional art that reflects “Pop” culture from the past and present.</p> <p>Apply printed images to create mixed media art that includes some of the same innovations Pop artists use.</p>
	Popular culture has an impact on the arts and how artists respond to changing ideas of what art is.	Explore the cultural climate of America during 1950’s and 1960’s and how it affected the arts.

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	VOCABULARY: Pop Art, Pop Culture. Consumerism	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art tools, media and techniques for appropriate design outcomes • Creation of 2-Dimensional and/or 3D-dimensional Pop Art inspired composition • Integration of Pop Art themes, ideas, and designs <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document • Independent creation of Pop Art composition using a variety of media • Participate in activities centered around analyzing works of art from the American Pop Art Movement 		
SUGGESTED TIME ALLOTMENT	4 weeks	
SUPPLEMENTAL UNIT RESOURCES	Video- Jasper Johns in 60 Seconds Video-What is Pop Art? Tate Kids The Warhol Museum Video-Andy Warhol: Pop King Video- Pop Artist Roy Lichtenstein Video- Wayne Thiebaud's Cakes	

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Unit VII: Finding Your Voice (Grade 7)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Artists in the 1970's and 80's created art by borrowing, copying, and altering images in what is known as Appropriation Art.	<ul style="list-style-type: none"> • Where do we encounter images in our world? • How can we use existing images and found objects to create original art?
	Appropriation art has resulted in controversial copyright issues regarding its validity in the context of contemporary culture.	<ul style="list-style-type: none"> • What is the difference between being inspired by, borrowing or copying existing art?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	All artists communicate personal and cultural themes to share a story (specific or general) through their artwork with using various art media. Original art needs to express new meaning when referring to existing art and text.	Utilize a variety of media to express a personal idea or story in a visual composition. Create new meaning to existing images or objects by changing or transforming the original art or text.
	Explore the cultural climate of America during 1970's and 80's and how it affected the arts.	

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	<p>VOCABULARY: Appropriation Art, Post-Pop Art, Combine, Assemblage, Copyright</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art tools, media and techniques for appropriate design outcomes • Creation of a combine, collage or mixed media composition • Integration of Appropriation or Post-Pop Art themes, ideas, and designs <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document • Independent creation of a personally meaningful composition using a variety of media • Participate in activities centered around analyzing works of art from the Post-Pop Art time-period 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>2 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Video-Robert Rauschenberg Video-Romare Bearden and His Art Video-Trains, Snakes, and Guitars: The Collages of Romare Bearden Video-Faith Ringgold, Ben</p>	

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Unit VIII: Beyond the Streets (Grade 8)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Controversy became a way of life for the 20 th century American Street/Graffiti Artist and has since shifted into the world of fine art to positively impact community environments.	<ul style="list-style-type: none"> • What feelings are evoked when viewing graffiti/street art? • How does the way we perceive the world impact how we interpret 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.	Much of the art created during this time period was a series of revolts against tradition and traditional venues.	<ul style="list-style-type: none"> • In addition to museums and galleries, what are other venues for exhibiting art?
	A work's content or effectiveness can transcend technical proficiency.	<ul style="list-style-type: none"> • With what criteria do we judge a piece of art?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Street art began as controversial but has since become a valid and popular art form that can be judged by fine art criteria.	Compare and contrast traditional art and street art to formulate understandings of how we judge an art form and its acceptance within the context of art history.
	The foundations of street art revolve around the understanding and	Apply the Elements of Art and Principles of Design to communicate graffiti and street art concepts in original and personal works of art.

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	<p>application of the Elements of Art and Principles of Design.</p> <p>Art and artist are affected and influenced by the time period in which they exist.</p>	<p>Explore the cultural climate of America during 1980's, 90's, and 2000's and how it affected the arts.</p>
	<p>VOCABULARY: Graffiti Art, Street Art, tag, masterpiece, mural, semiotics.</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art tools, media and techniques for appropriate design outcomes. • Creation of a Graffiti and/or Street Art inspired composition. • Integration of Graffiti style themes, ideas, and designs. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document. • Independent creation of Graffiti and/or Street Art composition using a variety of media. • Participate in activities centered around analyzing works of art from Public Art movements to Fine Art Installations in the Graffiti art movement. 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>4 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Video- Graffiti Beyond the Streets Video-From 1982: Keith Haring</p>	

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Unit IX: Artistic License (Grade 8)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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 an inspiration for original artworks.	Visual statements of traditional art can inspire present day artists to create original art.	<ul style="list-style-type: none"> • How has traditional art influenced Contemporary art?
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.	Artists synthesis technical properties of multi-media to the fabrication of original art.	<ul style="list-style-type: none"> • How have Contemporary artists used media to express new ideas in art?
	Appropriation art has resulted in controversial copyright issues regarding its validity in the context of contemporary culture.	<ul style="list-style-type: none"> • What is the difference between being inspired by, borrowing or copying existing art?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Original art needs to express new meaning when referring to existing art and text.	Create new meaning to existing images or objects by changing or transforming the original art or text.
	There is great controversy in the world of art surrounding the use of pre-existing images even when altered into original works.	Develop skills to shift from the direct reproduction of artworks to properly appropriate images.

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	<p>Artist respond to or reflect societal issues through art.</p> <p>VOCABULARY: Graphic Art, propaganda, poster art, trademark, appropriation art</p>	<p>Explore the cultural climate of America during 2000's and the present and how it affected the arts.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art tools, media and techniques for appropriate design outcomes • Creation of a Graphic Propaganda and/or Poster Art composition • Integration of Trademark or Appropriation themes, ideas, and designs, as related to contemporary art <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document • Independent creation of a graphic based image composition using a variety of media • Participate in activities centered around analyzing works of art from Street Art, Mural Art, and Poster Art movements 		
SUGGESTED TIME ALLOTMENT	2 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>Video-Shepard Fairey: Street Artist Honored</p> <p>Video-Art of the Campaign: The Politics of Color Theory</p> <p>Video-Art as Activism: Kate DeCiccio</p>	

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Unit X: Share the Experience (Grade 8)

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Application of the design process is essential in executing thematic projects.	<ul style="list-style-type: none"> • How can themes be explored in multiple ways using multiple solutions?
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.	The art of the 20 th and 21 st century reflect a wide range of materials, media, and technologies, as well as opportunities to consider how art is defined.	<ul style="list-style-type: none"> • What non-conventional elements of style help artists create new ideas in art?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	Reflect on current issues impacting their community and brainstorm ideas for art projects.
	Collaborative art making requires communication and compromise through individual contributions.	Understand how creations evolve when working in a group.

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	<p>Throughout history, art has been a tool for communication expressed through the Elements of Art and Principles of Design.</p>	<p>Implement the Elements of Art and Principles of Design in collaborative art making to communicate a shared vision.</p> <p>Explore the cultural climate of present-day America and the way culture has transformed art into an experience.</p>
	<p>VOCABULARY: Interactive Art, Performance Art, Immersive Art, Art Experience, Design Process</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Utilizing art tools, media and techniques to solve a design problem or theme. • Collaborative creation of a shared or interactive experience. • Integration of Contemporary real-world themes, ideas, and designs. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore a variety of art tools, media and techniques such as examples provided within the appendix of this document. • Collaborative brainstorming and problem solving using the design process to solve a problem or create an interactive experience. • Participate in activities centered around analyzing works of immersive interactive art experiences and themes. 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>3 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Community Art:Donna Castellanos Video-Meow Wolf Experience Video- Alexa Meade Living Art 2016</p>	

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APPENDIX A

Suggested Artists and/or Genres for Units of Study

Grade 6	Grade 7	Grade 8
<p>Rebels of the Modern World Modernism Industrial Revolution Steam Punk</p> <p>Beyond the Visual Expressionism Wassily Kandinsky Helma Af Klint Georgia O’Keeffe</p> <p>Decorative Designs Art Deco Art Nouveau Cubism Futurism Sonia Delaunay Walter Chrysler Erte’</p> <p>Adventures of the Avant-Garde Surrealism Dada Salvador Dali Alberto Giacometti Rene Magritte George Segal</p>	<p>The Non-Objective Objective Non-Objective Color Field Op Art Minimalism Helen Frankenthaler Frank Stella Mark Rothko Joseph Albers Alma Thomas Bridget Riley</p> <p>The Pop Machine Pop Art Andy Warhol Roy Lichtenstein Wayne Thiebaud Jasper Johns Robert Rauschenberg Pauline Boty Dorothy Grebenak</p> <p>Finding Your Voice Post-Pop Art Appropriation Romare Bearden</p>	<p>Beyond the Streets Graffiti Street Art Keith Harring Jean-Michel Basquiat</p> <p>Artistic License Shepard Fairey Mr. Brainwash Banksy Kate DeCiccio</p> <p>Share the Experience Alexa Meade Yayoi Kusama Seward Johnson Donna Castellanos</p>