

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

*“Our goals can only be reached through a vehicle of a plan,
in which we must fervently believe, and upon which we must vigorously act.
There is no other route to success.” -Pablo Picasso*

Visual and Performing Arts Department

Frank Perrone, VPA Supervisor

Curriculum Committee

Pat Carew

Curriculum Developed:

August 2019

Date of Board Approval:

September 3, 2019

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Table of Contents

Section	
Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS	4
Introduction.....	5
Curriculum Pacing Chart	6
Unit I: 3-D Sculpture of the Americas.....	7
Unit II: Textiles of the Americas	11
Unit III: Painting/Drawing of the Americas	14
APPENDIX A.....	17

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

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

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

**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

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Introduction

Benjamin Franklin once said “Tell me and I will forget. Teach me and I remember. Involve me and I will learn.” The students in Ancient Art 6-7 will be immersed in the world that once was during the quarter length cycle course. They will have a hands-on experience investigating, creating and understanding the arts of ancient societies. They will explore the “Old World” and the Americas as well as the “New World” societies, cultures and discoveries of early man and internalize how the crafts of these Indigenous People of the world evolved into our everyday life.

The students will analyze the aesthetics of ancient work and then apply the elements and principles of that art to their own creations. Students will increase proficiency and craftsmanship in the use of Earth’s basic materials such as clay, fiber, paints, dyes, etc., which are made from plants, animals, minerals, rock and organic matter. Ancient art students will develop a dialogue in which consists of knowledge about history, aesthetics, and the materials used by early humans.

Ancient Art 6-7 will follow the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum
Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	3-D Sculpture of the Americas
3 weeks	II	Textiles of the Americas
3 weeks	III	Painting/Drawing of the Americas

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit I: 3-D Sculpture of the Americas

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<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>Basic methods of creating 3-D sculptures have remained the same since ancient times while other methods have evolved.</p>	<ul style="list-style-type: none"> • Does a work of art have meaning if that meaning is not obvious to the viewer? • How does a sculpture communicate an idea?
<p>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>	<p>3-D Sculpture have many purposes for various cultures and societies within the Americas.</p>	<ul style="list-style-type: none"> • How have people of the Americas used sculpture?
<p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
<p>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.</p>	<p>One purpose of sculpture is to; influence society by changing opinions, affect the essential sense of nature and self, glorify a religion, translating experiences across space and time as well as create pieces to enrich the duties of everyday life.</p>	<p>Discuss and differentiate the variances between ancient cultures and how they influenced each other.</p> <p>Incorporate the meaning and purpose for the piece accordance to the time and place of the society.</p> <p>Create a piece of sculpture that will reflect the society's place in time.</p>

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit I: 3-D Sculpture of the Americas

	<p>Decisions during the planning stages of creation needs to first focus on the various types of sculpture (molded, cast, carved, assembled) in order to make overall successful design choices.</p> <p>Choice of materials will help to relate to a sculpture in connection with the culture of inspiration, such as clay, metals, rock, papers and/or papier-mâché, etc.,</p>	<p>Compare and contrast the many ways sculpture can be created.</p> <p>Discern and plan the most logical and creative way to build a piece for expression.</p> <p>Discuss and perhaps argue the reasoning for deciding the method to express the idea.</p> <p>Explain the materials used and how it relates to the overall sculpture.</p> <p>Identify the properties of the chosen material and discuss how those properties adhere to the ancient societies' culture and environment.</p>
	<p>VOCABULARY: Modeling, assemblage, casting, carving, relief, found objects, repurposed, substrate, armature, adhesive, sculpture in the round, free standing, slab method, score, slip, paddle, hand building, incising, sgraffito,</p>	

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit I: 3-D Sculpture of the Americas

	<p>underglaze, gloss glaze, durable, vitrify, and food safe, bisque, bisque firing, bone dry, clay, glaze firing, hand building, kiln, leather-hard, pinch pots, plastic, wedge and vessel.</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Formulating a comprehensive design and building it to the best ability • Presenting the completed sculpture that represents the society being learned with creativity and age appropriate craftsmanship • Accurately summarizing the building of the piece through group discussion and group critique <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore the history of the Americas and the use of 3-D sculpture through solo and group investigations and research • Design a piece of sculpture through inspiration from group discussions and presentations • Build a sculpture by applying the learned and practiced methods working through the design process from beginning to end • Participate in demonstrations focused on different techniques such as tape-casting, papier-mâché, etc.; to help successful create the sculpture 		
SUGGESTED TIME ALLOTMENT	3 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>Maria Martinez: Indian Pottery of San Ildefonso (Documentary, 1972, VHS); https://www.youtube.com/watch?v=SkUGm87DE0k</p> <p>History of Sculpture https://study.com/academy/lesson/sculpture-in-the-ancient-world.html</p>	

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit I: 3-D Sculpture of the Americas

Historic Native American Zuni Pottery: How to Date and Price Zuni Pottery;
<https://www.youtube.com/watch?v=FWA9da5s30s>

Native Americans History and Culture
<https://www.youtube.com/watch?v=XS8DEjd2QBg>

History of Greek Pottery <https://study.com/academy/lesson/ancient-greek-pottery-types-history-facts.html>

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit II: Textiles of the Americas

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<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>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>	<p>Textiles has a rich history wrapped in silks, cottons, wool and bamboo.</p>	<ul style="list-style-type: none"> • How does knowing the histories, and traditions of an Ancient Societies help us create works of art and design?
<p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<p>Spun from the ancient arts of early man, today’s textiles are woven into many parts of our lives; clothing, art, home goods and technologies.</p>	<ul style="list-style-type: none"> • Why do artists follow or break from established traditions? • How has the uses of textiles changed between ancient times and today?
<p>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.</p>	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> <p>Textile art uses natural and synthetic fabric and fibers.</p> <p>Natural fibers come from plants and animals. They can be spun, interwoven and dyed.</p>	<p style="text-align: center;">SKILLS Students will be able to:</p> <p>Self-reflect on decisions made when it comes to reasons for choosing natural or synthetic fibers.</p> <p>Plan, select and organize a variety of materials in a composition of a textile-based piece.</p> <p>Vocalize and explain the differences in materials.</p> <p>Distinguish between fibers that are from plants in those that are from animals.</p>

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit II: Textiles of the Americas

	<p>Different methods can be used to make a textile work of art; such as sewing, weaving, and re-create existing fabric/textiles.</p> <p>Textile art can be both utilitarian and functional or solely for aesthetic reasons; such as a rug, a wall hanging, clothing, functional items and/ or even a sculpture.</p> <p>Ancient societies used natural resources to make and dye their textiles.</p>	<p>Discuss and predict how the materials chosen will affect their textile art.</p> <p>Manipulate the elements of art and principles of design to create specific effects and communicate meanings of the cultures connected to their society of choice</p> <p>Make aesthetic judgments about personally created artworks and the artworks of others</p> <p>Utilize the knowledge gained from various historical art to help inspire and create an individual work of art.</p> <p>Compare and contrast the natural resources used and how they affected the outcome of the final product.</p>
	<p>VOCABULARY: Weave, loom. warp, weft, twill, braid, cable yarn, cone, dyeing, flame retardant and resistant, gauge spun</p>	

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit II: Textiles of the Americas

ASSESSMENT EVIDENCE: Students will show their learning by:

- Formulating a textile-based design and successfully build it to their best ability.
- Presenting their textile-based design that represent the society being explored with creativity and age appropriate craftsmanship
- Accurately summarizing the making of the textile piece through discussion and critique
- Explaining how various societies incorporated the creation and use of textiles within their daily lives

KEY LEARNING EVENTS AND INSTRUCTION:

- Experiment with various textiles during the planning stages to come up with the textile of choice for the piece of artwork
- Design a piece of textile art through inspiration from various resources
- Participate in several small/whole group teacher led demonstrations on different textile-based techniques, as it applies to the project and the materials used

SUGGESTED TIME ALLOTMENT

3 weeks

SUPPLEMENTAL UNIT RESOURCES

Weaving; <https://www.youtube.com/watch?v=5uI2PjhNdnQ>
 History of Yarn/Fabric; <https://www.cottonworks.com/topics/sourcing-manufacturing/yarn-manufacturing/the-basics-of-yarn-manufacturing-the-beginnings-of-yarn/#>
 The Story of Maya Traditions; https://www.youtube.com/watch?v=GOXctIvD_wg
 Mali Mudcloth <https://www.youtube.com/watch?v=0IK-QBg2zUc>
 African Weaving History <https://www.youtube.com/watch?v=CQfZeQXQX48>

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit III: Painting/Drawing of the Americas

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.	The history of painting and drawing is a never-ending chain that has progressed link by link, starting with the caveman.	<ul style="list-style-type: none"> • How has paints and drawing utensils of the ancient society changed over time?
<p>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>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.</p>	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> <p>A successful composition of a painting or drawing can be achieved by implementing the elements of art and principles of design.</p> <p>Artists use many different kinds paints, dyes and drawing materials to portray their subject.</p> <p>Visual qualities separate one culture from another while cultures can be similar based of shared resources, religions, climate, and/or geography.</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p> <p>Select, organize, and manipulate elements of art and principles of design to create specific effects and communicate meaning through 2-d based artwork.</p> <p>Discern between the different types of materials that can be used for the work of art.</p> <p>Choose and successfully use the appropriate materials for work of art.</p> <p>Compare, analyze and discuss 2-d based artworks from various ancient cultures.</p> <p>Breakdown characteristics of the ancient world cultures and our lives today</p>

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit III: Painting/Drawing of the Americas

	<p>Artists utilize the color wheel to categorize colors into color schemes.</p> <p>Color and line are two elements of art that will efficiently communicate the cultures of ancient societies.</p> <p>Paint comes in a variety of forms such as oil, acrylic, watercolor, ink, encaustic, fresco and gouache.</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>Discuss and distinguish the colors of the historical society in that is being represented.</p> <p>Apply the correct lines and designs motifs from the chosen culture.</p> <p>Explain the choice of colors and lines that are present within the piece.</p> <p>Select the best paint form based on the intended project outcome.</p>
	<p>VOCABULARY: Pigment, binder, acrylic, complimentary, analogous, warm and cool colors, art medium, asymmetrical, symmetrical, balance, canvas/panel, composition,</p>	

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

Unit III: Painting/Drawing of the Americas

	<p>graphite, charcoal, ink, watercolor, oil paint, highlight, casted shadow, value, movement, mural, negative and positive space, neutral colors, portrait, landscape, still life, line, fresco, encaustic, tempera.</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a comprehensive painting or drawing that incorporates the history of a specific culture • Presenting the painting drawing that represent the society being learned with creativity and age appropriate craftsmanship • Accurately summarizing the making of their piece in a group and/or one on one discussions and critique • Incorporating appropriate color based off color theory and the color wheel <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Breakdown characteristics of the ancient world cultures and our lives today in connecting to 2-d art forms through student dialogue • Experiment with various materials that relate to 2-d art forms (painting/drawing) during the planning stages of design. • Work through color theory-based activities to help continue the development of appropriate color theory knowledge 		
SUGGESTED TIME ALLOTMENT	3 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>PowerPoint created by the teacher on Haida Design; www.britannica.com/topic/Haida History of Paint: https://www.youtube.com/watch?v=YCUav6IGs1s Chinese Ink Painting https://www.youtube.com/watch?v=WPmED0GbYUs</p>	

**Randolph Township Schools
Middle School
Ancient Art 6-7 Curriculum**

APPENDIX A

Rise of the Maya <https://www.youtube.com/watch?v=sK9yv5wAoY0>

History Summarized: The Maya, Aztec, and Inca; <https://www.youtube.com/watch?v=uC0PgqB-XuE>

The Story of the Haida | L'histoire du Haïda; <https://www.youtube.com/watch?v=UboDV-VwAqM>

How To Draw A Native American Inspired Bird; <https://www.youtube.com/watch?v=gEJV7fj6nZM>

Weaving; <https://www.youtube.com/watch?v=5uI2PjhNdnQ>

History of Yarn/Fabric; <https://www.cottonworks.com/topics/sourcing-manufacturing/yarn-manufacturing/the-basics-of-yarn-manufacturing-the-beginnings-of-yarn/#>

The Story of Maya Traditions; https://www.youtube.com/watch?v=GOXctIvD_wg

Maria Martinez: Indian Pottery of San Ildefonso (Documentary, 1972, VHS); <https://www.youtube.com/watch?v=SkUGm87DE0k>

History of Sculpture <https://study.com/academy/lesson/sculpture-in-the-ancient-world.html>

Historic Native American Zuni Pottery: How to Date and Price Zuni Pottery; <https://www.youtube.com/watch?v=FWA9da5s30s>

Native Americans History and Culture <https://www.youtube.com/watch?v=XS8DEjd2QBg>