

**Randolph Township Schools
Middle School
Art for Peace of Mind Curriculum**

*"Loving life through the joy of creativity is living life to the fullest."
-Margarete Hyer*

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**Randolph Township Schools
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**Randolph Township Schools
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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 Art for Peace of Mind course for 6th, 7th, and 8th graders are foundations classes in using art as a creative outlet. 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. This course was developed to foster an individual artist's ability to experience techniques, think imaginatively and provide an outlet for personal expression. Art Education is a necessity in every student's life. This curriculum is guided by the New Jersey Core Curriculum Content Standards for VPA, which highlights 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 foster creativity for overall student wellness. The study of "Art for Peace of Mind" will focus on the creative process of art making. Through experimentation of materials, students will have the opportunity to communicate and express ideas in visual ways. Components of mindfulness will be infused to help nurture a peaceful and positive creative mindset.

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

Art for Peace of Mind 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
2-week Introduction Concept Ongoing	I	Art as Communication
2 weeks	II	Psychology of Color
3 weeks	III	Personal and Social Identity
2 weeks	IV	Community Contribution

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Unit I: Art as Communication

STANDARDS / GOALS: <i>2014 NJ Student Learning Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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).	Individual aesthetic and empathetic awareness developed through engagement with art can lead to the understanding and appreciation of self, others, the natural world, and constructed environments.	<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art?
1.1.5.D.1 Compare and contrast works of art in various mediums that use the same art elements and principles of design.	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> <p>The elements of art and principles of design are the fundamental properties of all artworks. They are the alphabet of art for understanding and creating.</p> <p>Continued application and practice using the elements of art and principles of design will lead to expressive artifacts.</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p> <p>Observe elements and principles in historical works of art, personal creations, and everyday life experiences.</p> <p>Evaluate artistic work and interpret meaning and intent.</p> <p>Apply knowledge of elements of art and principles of design to communicate thoughts and emotions.</p> <p>Demonstrate an understanding of the elements of art and principles of design</p>

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Unit I: Art as Communication

		to reflect personal feelings through art-making.
	VOCABULARY: Line, shape, color, value, texture, form, space, balance, contrast, pattern, rhythm, unity, emphasis, movement.	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating an artistic journal • Integrating experiences and emotions into the creation of art <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore and create personal pages for journaling and sketch booking • Participate in activities centered around analyzing works of art • Explore, independently, concepts adapted for individual student needs 		
SUGGESTED TIME ALLOTMENT	2-week Introduction - Concept is Ongoing	
SUPPLEMENTAL UNIT RESOURCES	<p>How to Make a Sketchbook https://www.youtube.com/watch?v=V6h5fC2fiIg The Art of Breakfast: A Film About Danny Gregory https://vimeo.com/26850647 <i>Newspaper Blackout</i> Austin Kleon <i>Artists' Journals and Sketchbooks</i> Lynne Perrella <i>Art Journaling Magazine</i> <i>Create Your Life Book</i> Tamara Laporte</p>	

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Unit II: Psychology of Color

STANDARDS / GOALS: <i>2014 NJ Student Learning 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 experience of color has a powerful influence on our subconscious emotions.	<ul style="list-style-type: none"> • Why do artists choose certain colors to express their ideas, moods, and emotions?
1.4.5.B.4 Define technical proficiency, using elements of the arts and principle of design.	The way humans perceive and interpret the use of color is unique based on physical and experiential attributes.	<ul style="list-style-type: none"> • How is the experience of color different for each individual?
	The deliberate combination of elements of art and principles of design in a work of art impact mood, interpretation, and communication.	<ul style="list-style-type: none"> • How do the elements of line and shape enhance the emotion that is trying to be conveyed when using color in a composition?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>All humans experience color differently.</p> <p>The use of color in combination with the other elements of art enhances an expressive composition.</p>	<p>Observe elements and principles in historical works of art, personal creations, and everyday life experiences.</p> <p>Apply color with intent to communicate feelings and emotions in a 2-d or 3-d work of art.</p>

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Unit II: Psychology of Color

		<p>Manipulate water color techniques and special effects (wet-on-wet, salt, glazing, and masking). Experiment with line and shape to enhance the mood or feeling that they want to communicate through their art.</p>
	<p>VOCABULARY: Color theory, abstract expressionism, non-objective, color field</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating personal understanding in the connection of art and emotion through color exercise • Creating an abstract expressionistic piece to express a personal emotion, memory, experience, or circumstance <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Explore the psychology of color and its effects on emotion through video, class discussion, and creative exercises • Experience independent exploration of concepts adapted for individual needs 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>2 Weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Meet Your Emotions-Inside Out YouTube Video Clip Abstract Thought-Inside Out YouTube Video Clip <i>My Many Colored Days</i> Dr. Seuss <i>Suggested activities including but not limited to:</i> Worry Monster Watercolor Warmup (forced air technique), What's in Your Heart Warmup, Watercolor on raw canvas Abstract Expressionism, 3-d Paper Abstract Expressionism, Water color resist Abstract Expressionism, Pendulum Painting</p>	

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Unit III: Personal and Social Identity

STANDARDS / GOALS: <i>2014 NJ Student Learning Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Artists use elements of art and principles of design to organize visual communication throughout history and across cultures.	<ul style="list-style-type: none"> • What media can be used to organize and express our views of self and the perception of others?
1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> • How is art used to impact the views of a society?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>People create and interact with objects and media to create unique pieces of art as a form of expression.</p> <p>Social norms are influenced by the time period in which an individual exists and can affect their perception of self and others.</p>	<p>Manipulate various mixed media techniques while creating a meaningful embodiment of self.</p> <p>Design mixed media pieces using techniques such as, but not limited to, collage, photo transfers, assemblage, and paint layering.</p> <p>Implement themes that express personal identity in their artwork.</p> <p>Respond to historical artwork and to their contemporaries' interpretations of self.</p>

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Unit III: Personal and Social Identity

	VOCABULARY: Collage, montage, silhouette, assemblage, photo transfer	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Choosing an appropriate collection of mementos to share reflecting internal and external identity • Constructing a visual representation of self-identity <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Participate in a class exploration of historical references analyzing literal and figurative portrait symbolism • Participate in personal symbolic curation • Explore, independently, concepts adapted for student needs 		
SUGGESTED TIME ALLOTMENT	3 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p><i>Create Your Life Book</i> Tamara Laporte <i>One</i> Kathryn Otoshi <i>The Dot</i> Peter Reynolds <i>Suggested activities including but not limited to:</i> I Am Collage, silhouette with magazine collage, inside outside mask, symbolic memento box, altered book page or newspaper poetry</p>	

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Unit IV: Community Contribution

STANDARDS / GOALS: <i>2014 NJ Student Learning Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	People make art collaboratively to reflect on and reinforce positive aspects of group identity.	<ul style="list-style-type: none"> • How do works of collaborative art help build a community?
1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.	Traditionally art is a distinct form of communication that enriches human connection.	<ul style="list-style-type: none"> • If art is personal, how do we visually communicate our ideas for a shared experience?
	The process of creating art has the potential to transform and heal.	<ul style="list-style-type: none"> • In what ways can we put art into action to help ourselves and those around us?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Collaborative art making requires communication and compromise through individual contributions.</p> <p>Throughout history, art has been a tool for communication expressed through the elements of art and principles of design.</p>	<p>Reflect on current issues impacting community and brainstorm ideas for art projects.</p> <p>Understand how creations evolve when working in a group.</p> <p>Implement the elements of art and principles of design in collaborative art making to communicate a shared vision.</p>
	Society engages in art making for positive changes in humanity.	Associate the practice of creativity with personal growth and well-being.

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Unit IV: Community Contribution

	VOCABULARY: Collaboration, community art, installations, street art, interactive art.	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Individual level of participation and collaboration • Reflecting on personal contributions to the collaborative project <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Look at collaborative works of artists making positive impacts • Brainstorm issues that affect themselves and their peers • Work towards projects that will positively impact the views of their school community • Explore concepts adapted for student needs 		
SUGGESTED TIME ALLOTMENT	2 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>"Leaving Their Mark" Ground Zero Street Art <i>I'm Here</i> Peter Reynolds Philadelphia Mural Mile <i>Suggested activities including but not limited to:</i> 52 Pickup Giving Cards (Positive mixed media messages on upcycled playing cards to distribute), I Am (Kindness Campaign connecting "I Am" project to school mural), Mandalas, Kindness Rocks, Sanskrit, https://www.circlepainting.org/about.html, Empathy Hearts, You are Beautiful Stickers</p>	

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APPENDIX A

Suggested Strategies for Personal Creative Development

<http://Calm.com>

Creativi”Teas” Gatherings

Finding the Balance Pyramid Margarete Hyer

The Big Book of Even More Therapeutic Activity Ideas for Children and Teens Lindsey Joiner

30 Days to Happiness Rhonda Sciortino

Mindful Games Susan Kaiser Greenland

Happy Dreamer Peter Reynolds

I am Peace: A Book of Mindfulness Susan Verde and Peter Reynolds

I am Yoga Susan Verde and Peter Reynolds

I am Human: A Book of Empathy Susan Verde and Peter Reynolds

Quiet Tomie DePaola

One Zentangle a Day Beckah Krahula

The Beauty of Zentangle Suzanne McNeill and Cindy Shepard