



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Art
Grade 8

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved December 12, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

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Superintendent of Schools**

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Springfield Public Schools

Search. Learn. Serve.

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: J20

Introduced By: Mrs. Murphy

Seconded By: Mr. Miller

Adopted: December 12, 2022

Curriculum Adoption

To approve the following curriculum and courses for the 2022-2023 school year:

- a. **Elementary Level**
 - Art Kindergarten
 - Art Grade 1
 - Art Grade 2
- b. **Middle School Level**
 - 21st Century Musician Grade 8
 - Concert Band Grades 6-8
 - Choir Grades 6-8
 - String Ensemble Grades 6-8
 - Art Grade 6
 - 3D Art Grade 6
 - Art Grade 7 (Ceramics)
 - Art Grade 7 ArtLab MakerSpace
 - Art Grade 8
 - 21st Century Artist Grade 8
- c. **High School Level**
 - Chorale Grades 9-12
 - Concert Band Grades 9-12
 - String Ensemble Grades 10-12
 - Intro to Technical Theatre
 - Intro to Lighting & Sound
 - Intro to TV
 - AP Art and Design
 - Music & Modern History
 - Intro to Criminal Justice

Michelle Calas, School Business Administrator/Board Secretary

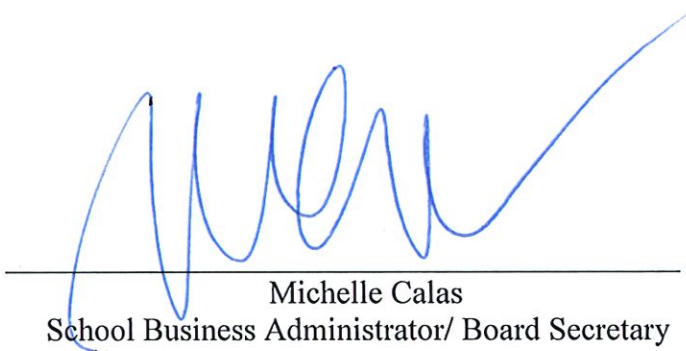
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on December 12, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 13th day of December 2022.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 8 **Unit Title:** Movement

Unit Summary: In this art experience learners will draw upon Sense Memory; the memory of sensory experiences, sensory input as a source for art making. Through a visualization dialogue learners will recall what the experience looked like, how it felt, what kinds of sounds they heard, and how it moved their bodies. Learners will, during art making, recall these sensory experiences and express this Sense Memory through movement, either actual or implied, while working through various and diverse media. At the end of each lesson students will participate in class critiques, where the learner will interact, analyze and interpret art as the viewer. As the unit progresses the learner will further develop, discover, experience a deeper exploration of Sense Memory, which the learner will define, through art media in a way that is unique and particular to each learner. The expression of the art making experience will be a demonstration of the learner Personal Voice.

Primary Interdisciplinary Connections: 21st Century Life and Careers

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
 ☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: Learners enter the room with everything they need to make art. There is no need for preparation, no prerequisite to make art that is relevant, significant and in which the learner has ownership. However, the learner has to come to understand this, it has to be an epiphany, a self-revelation for the learner to embrace and come to accept as valid. This experience is designed to confirm learners' marks as valid, it asks learners to justify their marks through class critique, and it utilizes peer review during class critique as an expectation for sincerity. Learners engage in a dialogue about art, and how they made marks to express a concept or an emotion. Providing a forum for this dialogue offers the learner an opportunity to express ideas and pays respect to the learner as an artist and thinker. This experience in Unit 1 also sets the tone, raises learners expectations for art making throughout the term.

Career 9.2
Readiness 9.4
(Standard 9):

Learning Targets

Standards: VA.6-8.1.5.8.Cn11
 VA.6-8.1.5.8.Pr6
 SEL.PK-12.1
 SEL.PK-12.5

Content Statements: **VA.6-8.1.5.8.Cn11** - [Anchor Standard] - Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding



VA.6-8.1.5.8.Pr6 - [Anchor Standard] - Conveying meaning through art.
SEL.PK-12.1 - [Competency] - Self-Awareness
SEL.PK-12.5 - [Competency] - Relationship Skills
Core Idea: There are a variety of resources available to help navigate the career planning process.
Core Idea: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):
VA.6-8.1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture
VA.6-8.1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

Unit Essential Questions:

- How does art help us understand the lives of people of different times, places and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?
- What is an art museum?
- How does 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?

Unit Enduring Understandings:

- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
- 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.

Unit Learning Targets:

Students will be able to draw upon sensory experience to create a work of art. Students will be able to develop an idea, concept in various art media.



Evidence of Learning

Summative Assessment: Performance Evaluation, studio projects, student/class critique

Equipment Needed: Dedicated Classroom, Art supplies, student laptops, Projector

Teacher Resources: Teacher laptop, projector, art supplies, sound effects/music, speakers

Formative Assessments:

- Class performance
- Probing questioning
- Class critique
- One on One formative assessment
- Demonstration

Lesson Plans

Lesson	Time Frame
Lesson 1 Painting	10 hours/10 days
Lesson 2 Sculpture	15 hours/15 days
Lesson 3 Multi-Media Poem	15 hours/15 days

Teacher Notes:

Time lines will be adjusted as needed

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

<http://www.youtube.com> Fine Art Painting techniques

<http://www.youtube.com> Fine points of sculpture



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Painting	Time Frame: 10 hours/10 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Laptop, Internet Search, Multimedia programs, Audio programs

Equipment Needed: Acrylic Paint, brushes, paint palette, 6x9 and 12x18 Watercolor paper, 12x18 Chipboard, masking tape, kitchen egg timer, wave sound effects via laptop and speakers.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Express movement through painting of line and color and shape. - Identify movement and emotion expressed in painting during class critique. - Demonstrate color mixing and application through creation of a work of art.	Lesson Sequence - Start the lesson with a probing question regarding how movement feels. - Follow up with deeper probing questions regarding sensory input to specific experiences. - Lead learners through a visualization dialogue of a sensory experience. - Explain activity and parameters of the lesson. Hand out materials. - Start sound effects, walk among learners to secure the start of the lesson.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress.		
Resources Provided: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Multimedia Poem	Time Frame: 15 hours/15 days
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Lesson Components

21st Century Themes

- | | |
|--|---|
| ☒ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|--|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☒ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Learners will use cameras and/or scanners to copy their artworks and input them to their laptops. Learners edit and assemble their artwork in a slide show format. Learners will assemble artwork in iMovie, and add voice over and a sound track to a multimedia composition, either through iMovie or GarageBand. Learners will convert iMovie projects to Quicktime format and drop the Quicktime fill to the teacher's Handin folder on the district server.

Equipment Needed: Laptops, cameras, scanners, iMovie software, including sound effects, iPhoto software to edit pictures, GarageBand to control soundtrack.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate that they are proficient at scanning artwork or using a camera to record artwork. - Demonstrate that they are proficient at editing pictures of artwork in digital photo editing software. - Demonstrate that they are proficient at assembling artwork and adding voice over and a soundtrack to create a multimedia poem.	Lesson Sequence - Begin with probing questions asking how else could this sensory experience be further developed, explored? - Ask, How could words, sound effects, visual sequencing, visual rhythms communicate the concept of this sensory experience? - Demonstrate how photo editing software works, how to enhance artwork, how iMovie works. - Inform learners to input their artwork and begin editing.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary slide shows and hold summative class critique/presentation.



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Differentiation:

Each student will address all lessons from an individual perspective.
Students can work in collaborative pairs if necessary.

Resources Provided:

- http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Sculpture	Time Frame: 15 hours/10 days
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|--|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☒ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Laptops, Internet Search, Color Theory websites, preview and repeated review of images, youtube videos on technique, color theory, artists work

Equipment Needed: Laptop, Internet access, Art Supplies, Clay, Paper Mache, Armature Wire, Paint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate that they are proficient in manipulation of materials to express movement. - Identify that they can identify movement in the various styles and methods produced by all learners in the class. - Proficient in applying color and form to create a three dimensional work of art.	Lesson Sequence - Begin with probing questions asking how movement would be expressed in three dimensions? - Begin dialogue, exchanging ideas, expanding and following through with ideas to a conceptual sketch stage. - Demonstrate how materials work to express movement in three dimensions.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary works of art and hold summative class critique.
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		
Resources Provided: http://getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	8	Unit Title:	Movement
Created:	Chelsea Krinner	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 8 **Unit Title:** Visual Culture

Unit Summary: In this art making experience learners will work collaboratively in teams to construct large pieces of art by assembling different color chips. Learners will collaboratively select a subject, scale and grid the subject to transfer from a small size to a larger size. They will select a color background based on a color theme and create a palette of color for their subject. Learners will explore the dimensional quality of the material, learning to work with the material, letting the material dictate how to work with it, not to impose their will on the material. They will work through several stages till they reach completion.

Primary Interdisciplinary Connections: 21st Century Life and Careers

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This lesson combines, answers several 21st Century Themes while directly satisfying Art Standards. This lesson challenges learners on several levels; it addresses working collaboratively, by dividing learners into teams and requiring the teams to collaboratively make decisions at all stages of the experience. These teams have to come to an agreement at several stages; selection of subject, color theme, design of artwork, craftsmanship, and perseverance to finish at a level of craftsmanship attained by former learners in 8th grade. This art making experience challenges learners on several technical art skills; drawing, color theory, proportion, and composition. This art making experience challenges learners at the highest level and brings their total commitment to sustain effort through finish.

Career Readiness (Standard 9): 9.2
9.4

Learning Targets

Standards: VA.6-8.1.5.8.Cr1
VA.6-8.1.5.8.Cr3
SEL.PK-12.1
SEL.PK-12.5

Content Statements: **VA.6-8.1.5.8.Cr1** - [Anchor Standard] - Generating and conceptualizing ideas.
VA.6-8.1.5.8.Cr3 - [Anchor Standard] - Refining and completing products.
SEL.PK-12.1 - [Competency] - Self-Awareness
SEL.PK-12.5 - [Competency] - Relationship Skills
Core Idea: There are a variety of resources available to help navigate the career planning process.
Core Idea: Multiple solutions often exist to solve a problem.



CPI#:	Cumulative Progress Indicator (CPI):
VA.6-8.1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
VA.6-8.1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
Unit Essential Questions: • What conditions, attitudes and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative 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? • 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?	
Unit Enduring 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 develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	
Unit Learning Targets: Students will be able to rely on grid patterns to accurately transfer images. Students will be able to develop an idea, concept in various art media.	



Evidence of Learning

Summative Assessment: Performance Evaluation, Studio projects, student/class critique

Equipment Needed: Dedicated classroom, Art supplies, Students Laptops, Projector

Teacher Resources: Teacher Laptop, Projector, Art Supplies

Formative Assessments:

- Class Performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration

Lesson Plans

Lesson	Time Frame
Lesson 1 Grid and Drawing	5 hours/ 5 days
Lesson 2 Color Palette	5 hours/ 5 days
Lesson 3 Construction	20 hours/20 days

Teacher Notes:

Move from lesson, one stage to another.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

<http://www.youtube.com> Grid techniques of the Masters



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Grid and Draw	Time Frame: 5 hours/ 5 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Laptops, Internet Search, Color Theory websites, preview and repeated review of images, youtube videos on technique, color theory, artists work.

Equipment Needed: Laptop, Internet access, Art Supplies, Clay, Paper Mache, Armature Wire, Paint.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Collaborative select image of Pop Icon or cartoon character. - Grid subject in proportion to larger sheet. - Demonstrate ability to transfer imagery and correctly transfer image to larger sheet of board.	Lesson Sequence - Explain lessons, show student examples. - Demonstrate grid application to 8 1/2x11. - Demonstrate ability to correct transfer image to larger sheet.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary sketches and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress. Students will work in teams of two or three students.		
Resources Provided: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Color Palette	Time Frame: 5 hours/ 5 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Laptops, Internet Search, Color Theory websites, preview and repeated review of images, youtube videos on technique, color theory, artists work.

Equipment Needed: Laptops, website research, pencils, color printer, art materials, dedicated classroom.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate that they are proficient in selecting color. - Identify the type and colors in the color theme. - Proficient in applying color and form to create.	Lesson Sequence - Begin with probing questions asking how movement would be expressed in three dimensions? - Begin dialogue, exchanging ideas, expanding and following through with ideas to a conceptual sketch stage. - Demonstrate how materials work to express dimension.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary works of art and hold summative class critique.
Differentiation: Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.		
Resources Provided: http://getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Construction	Time Frame: 20 hours/ 20 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Learners will use laptops to research low relief or bas-relief artwork and apply these techniques.

Equipment Needed: Laptops, websites, glue sticks, illustration board 30x40 and illustration board two ply thick.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate that they are proficient at scanning artwork or using a camera to record artwork. • Demonstrate that they are proficient at editing pictures of artwork in digital photo editing software. • Demonstrate that they are proficient at assembling artwork and constructing a large two dimensional artwork.	Lesson Sequence 1. Explain the lesson experience. 2. Take learners out in the hallway to see form student work. 3. Demonstrate assembling color swatches/tiles. 4. Have learners create a color palette. 5. Hand out materials to learners.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at several stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary slide shows and hold summative class critique/presentation.
Differentiation: Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.		
Resources Provided: • http://getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	8	Unit Title:	Visual Culture
Created:	Chelsea Krinner	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 8 **Unit Title:** Symbolism

Unit Summary: The goal of this art making experience is for the learner to utilize technology and combine it with traditional methods to create artwork that transcends conventional work in a way that is contemporary and timely. In the creative process the learner will appropriate imagery that self-define youth culture and expresses personal identity. My goal is for the students to realize they can create artwork that extends beyond work utilizing traditional methods and materials in a way that frees the learner to create with whatever is at hand to create 2D and 3D artworks.

Primary Interdisciplinary Connections: 21st Century Life and Careers

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
 ☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: This lesson is developmentally appropriate for these students in that it deals with youth culture through the use of contemporary materials and themes. These materials include found objects to create sculpture or 2D, flat art. It provides opportunities to combine technology and traditional methods; hand-building sculpture techniques at a time using one of these resources seems to imply exclusion of the other. It also provides an opportunity to search the web to “appropriate and repurpose” imagery in a way that addresses 21st Century Themes and concepts.

Career Readiness (Standard 9): 9.2
 9.4

Learning Targets

Standards: VA.6-8.1.5.8.Re7
 VA.6-8.1.5.8.Re8
 SEL.PK-12.1
 SEL.PK-12.5

Content Statements: **VA.6-8.1.5.8.Re7** - [Anchor Standard] - Perceiving and analyzing products.
VA.6-8.1.5.8.Re8 - [Anchor Standard] - Interpreting intent and meaning.
SEL.PK-12.1 - [Competency] - Self-Awareness
SEL.PK-12.5 - [Competency] - Relationship Skills
Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
Core Idea: Multiple solutions often exist to solve a problem.

CPI#:	Cumulative Progress Indicator (CPI):
VA.6-8.1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions



VA.6-8.1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed..
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

Unit Essential Questions:

- 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 visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts 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 vocabulary help us understand and interpret works of art?

Unit Enduring Understandings:

- 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 arts influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

Unit Learning Targets: Students will be able to combine and move from digital media to traditional art media and back again in creating a work of art. Students will be able to combine mundane materials to create an artwork that expresses Youth and Pop Culture. Students will create artworks in 2D and in 3D/sculpture.



Evidence of Learning

Summative Assessment: Performance Evaluation, studio projects, student/class critique

Equipment Needed: Dedicated Classroom, Art Supplies, Student Laptops, Projector, Collage material, found objects, paper mache, cardboard, foam core, paint, mechanical devices and any objects deemed appropriate at the time of creation.

Teacher Resources: Teacher Laptop, Projector, Art Supplies, Videos of Artist at work.

Formative Assessments:

- Class performance
- Probing questioning
- Class critique
- One on one formative assessment
- Demonstration.

Lesson Plans

Lesson	Time Frame
Lesson 1 Concept Design, Photoshop	3 hours/ 3 days
Lesson 2 Collage	9 hours/ 9 days
Lesson 3 Sculpture building	9 hours/ 9 days

Teacher Notes:

Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

<http://www.youtube.com> Mixed-Media methods

<http://www.youtube.com> Collage



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Concept Design, Photoshop	Time Frame: 3 hours/ 3 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Learners will use laptops and software to manipulate images and research photoshop, digital artists.

Equipment Needed: Laptops, image manipulation software, website research, dedicated classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate understanding of software through controlled manipulation of imagery. - Develop several concept sketches in Photoshop of their idea for the lesson. - Use Photoshop as a concept development tool. - Output a final digital artwork for use in their final collage artwork.	Lesson Sequence - Introduce Photoshop and begin with specific tools. - Set parameters for the lesson. - Start each learner in the art activity. - Walk among learners, answer questions, and aid learners. - Review tools and methods at the end of introduction.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at the end of each art experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary artwork and hold summative class critique.
Differentiation: Each student will be addressed on an individual level on his or her work, and progress. Students may seek assistance from other students.		
Resources Provided: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Collage	Time Frame: 9 hours/ 9 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Learners will use laptops to research contemporary art and artists. Learners will use laptops to work in Photoshop and create, design imagery.

Equipment Needed: Laptops, Photoshop, website research, pencils, color printer, art materials, dedicated classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Appropriate; utilize imagery that expresses Youth Culture, personal identity. • Combine technology with conventional works in a way that is contemporary and timely. • Create a work of art that reaches beyond work that relies on traditional methods and materials in a way that frees the learner/artist to create with whatever is at hand.	Lesson Sequence 1. Show YouTube videos of Shepard Fairey's work and discuss the artist process. 2. Hand out cameras, allow learners to take pictures. 3. Demonstrate collage process and application of materials and gel medium. 4. Hand out materials, begin art making experience. 5. Aide, interact with learners during the art making process. 6. Hold class critiques.	• Walk among learners, encourage, evaluate, and apply individual formative assessment. • Conduct several class critiques at several stages of the art making experience. • Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. • Post final and preliminary works of art and hold summative class critique.
Differentiation: Each student will address all lessons from an individual perspective. Students may seek assistance from other students.		



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Resources Provided:

- <http://vimeo.com/5148749#at=0> Shepard Fairey creating art on Vimeo
- <http://vimeo.com/16730915> Jose Parla creating art on Vimeo
- <http://vimeo.com/24222872> Rostarr creating art on Vimeo
- *Automorphosis* an award winning movie by Harrod Blank



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Sculpture	Time Frame: 9 hours/ 9 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Learners will use laptops to research, view street artists and their work.

Equipment Needed: Laptops, digital cameras, websites, art materials, color printer, output prints, collage material

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Collaboratively Design, Create, Construct, Assemble a moveable sculpture. - Create a moveable sculpture in the form of a vehicle. - Express, through sculpture; interests, define personal identity, reflection of experiences, memory or a metaphor. - Use art and non-art materials i.e.; found objects, cardboard, foam core, paper mache, paint, glue, etc. - Apply all acquired knowledge from previous lessons to construct, create sculpture.	Lesson Sequence - Show award winning movie, Automorphosis by Harrod Blank. - Set parameters for lesson experiences. - Demonstrate sculpture construction techniques and review safety techniques. Use of gel medium, hot glue gun, paper mache. - Hand out materials, begin art-making experience. - Assist; interact with learners during the art-making process. - Hold class critiques.	- Walk among learners, encourage, evaluate, and apply individual formative assessment. - Conduct several class critiques at several stages of the art making experience. - Probe for understanding during critiques. Challenge learners to defend, explain their critique statements. - Post final and preliminary slide shows and hold summative class critique/presentation.



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Differentiation:

Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.

Resources Provided:

- <http://vimeo.com/5148749#at=0> Shepard Fairey creating art on Vimeo
- <http://vimeo.com/16730915> Jose Parla creating art on Vimeo
- <http://vimeo.com/24222872> Rostarr creating art on Vimeo
- *Automorphosis* an award winning movie by Harrod Blank



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	8	Unit Title:	Symbolism
Created:	Chelsea Krinner	Board Approved on:	Type Here		



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension