

**WEYMOUTH TOWNSHIP SCHOOL VISUAL ARTS CURRICULUM**

*Art Curriculum*

<b>Grade</b>	7
<b>Unit</b>	1 Color
<b>Unit Duration</b>	12 Weeks
<b>Course</b>	Elementary Art
<b>Overview/Rationale</b>	In this unit, students will learn about the elements of art and principles of design. Students will discover how artists use the elements of art and color to express emotions. Students will be able to create an expressive work of art and critique their classmate’s effectiveness through their work of art.
<b>DESIRED OUTCOMES</b>	
<b>NJSLS Standards Addressed</b>	
<b>Visual and Performing Arts Student Learning Standards:</b>	
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.	
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	
1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	
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).	

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1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

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.

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.

1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

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.

1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

***In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:***

<b>X</b>	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
<b>X</b>	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
<b>X</b>	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
<b>X</b>	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
<b>X</b>	CRP11. Use technology to enhance productivity.

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<b>X</b>	CRP12. Work productively in teams while using cultural global competence.
<b><i>Interdisciplinary Connections</i></b>	
<p><b>English Language Arts</b></p> <ul style="list-style-type: none"><li>• W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>• SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li></ul> <p><b>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP11. Use technology to enhance productivity.</p> <p><b>Integration of 21st Century Standards</b></p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p>9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p><b>Social Studies</b></p> <p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>Technology</b></p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources</p>	

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to complete a variety of tasks.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

<b>Key Terms</b>	line, shape, form, value, space, color, texture, balance, proportion, rhythm, emphasis, unity
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### ***Student Learning Objectives (SLO)***

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### ***Instructional Strategies***

1. Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.
2. Students will play a jeopardy review game based on their previous knowledge of the elements of art.
3. Students will discuss as a class the elements of art/principles of design and how they are used in works of art by Mark Rothko, Kazuo Shiraga, Dada, Lichenstein, Seurat and Van Gogh via PowerPoint presentation.
4. Students will then discuss how Mark Rothko’s paintings make them feel and how they express an emotion.
5. Students will compare and contrast 2 paintings by Kazuo Shiraga
6. Students will explain the proper use of materials before beginning their project. Students will fold a paper into fours. Students will create 2 “upbeat” emotions and 2 “downbeat” emotions by using the elements of art to express the emotion and present to class.
7. Students will create a line art drawing that demonstrates their mood through the use of color by using the elements of art and color in order to express emotions.

### ***Essential Questions***

**Essential Questions:**

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<ul style="list-style-type: none"> <li>● How do colors make you feel?</li> <li>● How does rhythm express emotion in a painting?</li> <li>● What is the purpose of the elements of art in a work of art and how are they used throughout history?</li> </ul>	
<b><i>Enduring Understandings</i></b>	
<ul style="list-style-type: none"> <li>● Colors are used to symbolize a deeper meaning in works of art.</li> <li>● Rhythm is a principle of design that can be used in a work of art to express emotion.</li> <li>● Art does not exist without the use of the art elements. Throughout history art styles change, but the elements of art are still used to express a bigger meaning. Meanings can vary in different cultures.</li> <li>● Colors are used to symbolize a deeper meaning in works of art.</li> <li>● Rhythm is a principle of design that can be used in a work of art to express emotion.</li> <li>● Art does not exist without the use of the art elements. Throughout history art styles change, but the elements of art are still used to express a bigger meaning. Meanings can vary in different cultures.</li> </ul>	
<b><i>Assessments</i></b>	
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Completed Projects</li> <li>● Oral Student Feedback</li> <li>● Peer Review</li> <li>● Level of Creativity</li> <li>● Reflection</li> <li>● Class Discussion</li> <li>● Rubrics</li> <li>● Performance Tasks</li> </ul>	
<b><i>Differentiated Activities</i></b>	
<b>Enrichment</b>	<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of</p>

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<p><b>Gifted and Talented</b></p>	<p>communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p><b>ELL</b></p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment            Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions            Extended time for assignment completion as needed            Highlight key vocabulary</p> <p>Define essential vocabulary in context            Use graphic organizers, visuals, manipulatives and other concrete materials            Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<p><b>Special Education</b></p>	<p>Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments.            Repetition and practice            Model skills / techniques to be mastered.</p>

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	<p>Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b> Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
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<p><b><i>At-Risk</i></b> <b><i>(Intervention)</i></b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments.          Repetition and and practice          Model skills / techniques to be mastered.          Extended time to complete class work          Preferential seating to be mutually determined by the student and teacher          Student may request to use a computer to complete assignments.          Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p align="center"><b>Resources</b></p>	
<p><b>Student Resources</b></p>	<p>Emotion Color Wheel Chart          Drawing paper, Sharpie markers, colored pencils, ruler, eraser</p>
<p><b>Teacher Resources</b></p> <p><b>Core Instructional Materials</b></p>	<p><a href="http://www.tigercolor.com/color-lab/color-theory/color-theory-intro.htm">http://www.tigercolor.com/color-lab/color-theory/color-theory-intro.htm</a></p> <p><a href="http://www.colormatters.com/color-and-marketing/color-and-branding">http://www.colormatters.com/color-and-marketing/color-and-branding</a></p> <p><a href="http://www.empower-yourself-with-color-psychology.com/target-markets.html">http://www.empower-yourself-with-color-psychology.com/target-markets.html</a></p>

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<b>Grade</b>	7
<b>Unit</b>	Unit 2 Shape and Form
<b>Unit Duration</b>	12 Weeks
<b>Course</b>	Elementary Art 7
<b>Overview/Rationale</b>	During this unit, students will learn about the elements of art. Students will use problem-solving techniques and use their imagination to create a work of art that demonstrates their understanding of line, form and space. Students will be able to critique their classmate’s effectiveness through their work of art.
<b>DESIRED OUTCOMES</b>	
<b>NJSLS Standards Addressed</b>	
<b>Visual and Performing Arts Student Learning Standards:</b>	
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
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	

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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).

1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

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.

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.

1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual 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.

***In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:***

<b>X</b>	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
<b>X</b>	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>X</b>	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
<b>X</b>	CRP11. Use technology to enhance productivity.
<b>X</b>	CRP12. Work productively in teams while using cultural global competence.

***Interdisciplinary Connections***

**English Language Arts**

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- W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

### **Integration of 21st Century Standards**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Social Studies**

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

### **Technology**

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

### **Key Terms**

### ***Student Learning Objectives (SLO)***

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

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1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### *Instructional Strategies*

1. Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.
2. Students will review the elements of art.
3. Students will discuss as a class different genres of art and some works of art that fall into those genres by Duchamp, Pollock, O'Keeffe, and Rockwell via PowerPoint presentation.
4. Students will then discuss what messages or big ideas these works of art express.
5. Students will compare and contrast genres of art by designing a Venn diagram showing the characteristics of each genre.
6. Students will explain how the chosen artists use the elements of art in their work by writing short reflections
7. Students will explain the proper use of materials before beginning their project.
8. Students will create thumbnail sketches of an object or creature.
9. Students will then think critically in order to draw that object or creature out of pencils.
10. Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.

### *Essential Questions*

#### **Essential Questions:**

- How does abstract art show meanings or feelings?
- How can a functional object be a work of art?
- How are the elements of art used in different genres of art?

### *Enduring Understandings*

- Abstract art is not recognizable but is used to express a deeper meaning or feeling. It is a spontaneous thought rather than an illustration of reality.
- Functional objects can be a work of art. The object has form, aesthetic appeal, and was originally created than it is a work of art.
- The elements of art are in everything. Abstract art may use elements like line, shape and texture as design rather than a clear outline or fill as it would in realism. Color may be more symbolic in abstract art compared to realism. Most conceptual art uses form rather than line to create works of art.

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<i>Assessments</i>	
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Completed Projects</li> <li>● Oral Student Feedback</li> <li>● Peer Review</li> <li>● Level of Creativity</li> <li>● Reflection</li> <li>● Class Discussion</li> <li>● Rubrics</li> </ul>	
<i>Differentiated Activities</i>	
<p><b>Enrichment</b></p>	<p>Conduct research and provide presentation of cultural topics.            Design surveys to generate and analyze data to be used in discussion.            Debate topics of interest / cultural importance            Authentic listening and reading sources that provide data and support for speaking and writing prompts.            Exploration of art and/or artists to understand society and history.            Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p>
<p><b>Gifted and Talented</b></p>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p><b>ELL</b></p>	<p>Modified Assignments</p>

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	<p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<p><b>Special Education</b></p>	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p>

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	<p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b>          Implement RAFT activities as they pertain to the typical Extended complete assignments.          Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.          Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b>          Extended time on classroom tests and quizzes.          Student may take/complete tests in an alternate setting as needed.          Restate, reread, and clarify directions/questions          Distribute study guide for classroom tests.          Establish procedures for accommodations / modifications for assessments.</p>
<p align="center"><b><i>At-Risk (Intervention)</i></b></p>	<p><b>Modifications for Classroom</b>          Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments.          Repetition and and practice          Model skills / techniques to be mastered.          Extended time to complete class work          Preferential seating to be mutually determined by the student and teacher          Student may request to use a computer to complete assignments.          Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid</p>

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	students in reaching the standards.
<b>Resources</b>	
<b>Student Resources</b>	Pencils, rulers, Sharpie markers, Colored pencils, markers, eraser, Trade books, Chromebooks  Art Portfolio
<b>Teacher Resources</b>	<a href="http://artprojectsforkids">http://artprojectsforkids</a>  <a href="http://www.la-art-tutor.com/2007/10/17/one-point-perspective-drawing/">http://www.la-art-tutor.com/2007/10/17/one-point-perspective-drawing/</a>
<b>Core Instructional Materials</b>	

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<b>Grade</b>	7
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<b>Unit</b>	Unit 3 Pattern
<b>Unit Duration</b>	10-12 Weeks
<b>Course</b>	Elementary Art 7
<b>Overview/Rationale</b>	During this unit, students will review the elements of art and principals of design. Students will learn about Pop Art and its importance in culture. Students will review works of Art by Andy Warhol and Roy Lichtenstein. Using these works of art as inspiration, students will create their own Pop Art.
<b>DESIRED OUTCOMES</b>	
<b>NJSLS Standards Addressed</b>	
<b>Visual and Performing Arts Student Learning Standards:</b>	
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>1.2.8.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.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</p>	

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ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

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.

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.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

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.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual 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.

***In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:***

<b>X</b>	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
<b>X</b>	CRP6. Demonstrate creativity and innovation.
<b>X</b>	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
<b>X</b>	CRP11. Use technology to enhance productivity.
<b>X</b>	CRP12. Work productively in teams while using cultural global competence.

***Interdisciplinary Connections***

**English Language Arts Student Learning Standards**

W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Integration of 21st Century Standards**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

**Social Studies**

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

**Technology**

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs

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identified in the design process to evaluate potential solutions.

<b>Key Terms</b>	
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<b><i>Student Learning Objectives (SLO)</i></b>
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| <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> |
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<b><i>Instructional Strategies</i></b>
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| <ol style="list-style-type: none"><li>1. Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.</li><li>2. Students will review the elements of art and principals of design.</li><li>3. Teacher will hold a class discussion on Pop Art, works of Art by Roy Lichtenstein and Andy Warhol, purpose of Pop Art, and reason behind textures and colors used in Pop Art via a PowerPoint presentation. Students will take notes and participate in discussion. Students will also voice their opinions and respond to higher order questioning.</li><li>4. Students will write 2 paragraphs on how Pop Art has influenced our culture today and how Pop Art is still used today.</li><li>5. Students will discuss what elements of art are in Pop Art and how and why they are used in Po</li><li>6. Students will make a list of objects that are popular in their culture to advertise. Students will create thumbnail sketches.</li><li>7. They will add textures, patterns and colors in the style of Pop Art.</li><li>8. Using Adobe Photoshop, students will create a 4-panel work of Art inspired by Andy Warhol that incorporates symmetry.</li></ol> |
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<b><i>Essential Questions</i></b>
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<b>Essential Questions:</b>
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| <ul style="list-style-type: none"><li>● How has Pop Art affected our culture today?</li></ul> |
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<ul style="list-style-type: none"> <li>● How do artists show important issues or items in society through their works of art?</li> <li>● How are the elements of art used in Pop Art?</li> </ul>	
<b><i>Enduring Understandings</i></b>	
<ul style="list-style-type: none"> <li>● Pop Art was the start to advertising popular culture. The characteristics of Pop Art are still used in works of art and advertising today.</li> <li>● Artists such as Andy Warhol, used art to broadcast pop culture. Items that were being mass-produced, famous idols, and important events were all documented through Pop Art.</li> <li>● The elements of art are prominent in the style of Pop Art. Elements like bold outlines, textures, colors and patterns all relate to popular items of the 1950's, such as comic books, printing media, pop culture, etc.</li> </ul>	
<b><i>Assessments</i></b>	
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Completed Projects</li> <li>● Oral Student Feedback</li> <li>● Peer Review</li> <li>● Level of Creativity</li> <li>● Reflection</li> <li>● Class Discussion</li> <li>● Rubrics</li> <li>● Performance Assessments</li> </ul>	
<b><i>Differentiated Activities</i></b>	
<b>Enrichment</b>	<p>Conduct research and provide presentation of cultural topics.            Design surveys to generate and analyze data to be used in discussion.            Debate topics of interest / cultural importance            Authentic listening and reading sources that provide data and support for speaking and writing prompts.            Exploration of art and/or artists to understand society and history.            Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with</p>

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<p><b>Gifted and Talented</b></p>	<p>complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p><b>ELL</b></p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<p><b>Special Education</b></p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>

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	<p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b>          Implement RAFT activities as they pertain to the typical Extended complete assignments.          Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.          Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b>          Extended time on classroom tests and quizzes.          Student may take/complete tests in an alternate setting as needed.          Restate, reread, and clarify directions/questions          Distribute study guide for classroom tests.          Establish procedures for accommodations / modifications for assessments.</p>
<p align="center"><b><i>At-Risk</i></b>  <b><i>(Intervention)</i></b></p>	<p><b>Modifications for Classroom</b>          Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments.          Repetition and and practice          Model skills / techniques to be mastered.          Extended time to complete class work          Preferential seating to be mutually determined by the student and teacher          Student may request to use a computer to complete assignments.          Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support</p>

