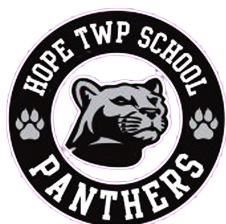


Belvidere Clusterwide Curriculum



Visual Arts 6-8

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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UNITS	Duration	Essential Questions:
Unit 1: Elements of Art and Principles of Design	1st Trimester	<ul style="list-style-type: none"> ● How do artists use the elements of art (line, shape, color, texture, form, space, and value) to convey meaning and emotions in their work? ● In what ways do the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) influence the composition and impact of an artwork? ● How can understanding the elements of art and principles of design help us create more effective and expressive artworks?
Unit 2: Art in Culture and Community	2nd Trimester	<ul style="list-style-type: none"> ● How do objects, places and design shape lives and communities? ● How are art forms used to identify and reflect a group's identity and culture? ● How do artists use their work to influence ideas and emotions?
Unit 3: Viewing, Understanding and Appreciating Art	3rd Trimester	<ul style="list-style-type: none"> ● How do visual arts influence our views of the world? ● How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? ● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
-

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share

- Varied supplemental materials
- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____
-
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating

- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELEMENTARY VISUAL ARTS CURRICULUM

(GRADES 6-8)

CURRICULUM OVERVIEW: The goal of this curriculum is to provide a blueprint throughout the early elementary grades (k-2) introducing concepts that foster an appreciation, understanding and love for the visual arts. Students will develop the necessary skills and art techniques, which create a solid foundation in the visual arts to prepare students for further study in middle and high school art. The format of the curriculum has been adopted by the cluster so that it is functional and a resource for all teachers. Additionally, this curriculum is aligned with the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

6TH GRADE ART UNIT 1	
Content Area: Visual Arts	Subject Area: Elements of Art and Principles of Design
Unit 1 Duration: 1st Trimester	Grade Level 6
Unit Summary: Overview of the 7 Elements of Art and Principles of Design	
New Jersey Student Learning Standards	
<p>4. 1 - Visual and Performing Arts, 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.</p>	
<p>5. 1 - Visual and Performing Arts, 1.5.8.CR1B Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p>	
<p>6. 1 - Visual and Performing Arts, 1.5.8.CR2A Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p>	
<p>7. 1 - Visual and Performing Arts, 1.5.8.CR2B Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p>	
<p>8. 1 - Visual and Performing Arts, 1.5.8.CR2C Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p>	
<p>9. 1 - Visual and Performing Arts, 1.5.8.CR3A Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p>	
Enduring Understandings (Students will understand that...)	Essential Questions

<ul style="list-style-type: none"> • By utilizing these elements, artists can effectively convey complex meanings and evoke a wide range of emotions in their audience, making their artworks more impactful and communicative. • Artists create more compelling and effective compositions using the principles of design to ensure that it communicates the intended message and evokes the desired emotional response from the viewer. • A knowledge of the elements of art and principles of design equips artists with the tools and knowledge needed to create more effective, expressive, and impactful artworks. This foundational understanding enhances creativity, improves composition, strengthens emotional impact, and ensures cohesive and professional quality, ultimately leading to more successful and meaningful art. 	<ul style="list-style-type: none"> • How do artists use the elements of art (line, shape, color, texture, form, space, and value) to convey meaning and emotions in their work? • In what ways do the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) influence the composition and impact of an artwork? • How can understanding the elements of art and principles of design help us create more effective and expressive artworks?
<p style="text-align: center;">Knowledge (Students will know...)</p>	<p style="text-align: center;">Skills (Students will be able to...)</p>
<ul style="list-style-type: none"> • Understanding how to evaluate a work of art based on the elements of art and principles of design. • The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. • Art is chosen and categorized based on multiple criteria and methods. 	<ul style="list-style-type: none"> • Identify line, shape, color, texture, form, space, and value in artwork. • Identify balance, contrast, emphasis, movement, pattern, rhythm, unity, and harmony in artwork. • Begin to incorporate the elements of art and principles of design into their own artwork. • Use appropriate art vocabulary when discussing a work of art.
<p style="text-align: center;">Instructional Activities</p>	
<p style="text-align: center;">Projects/Activities</p>	<p style="text-align: center;">Resources Needed/Recommended</p>
<p>Projects Drawing - portraits, one/two point perspective Painting - watercolor and acrylic techniques - exploration of abstract vs. realism</p> <p>Materials</p> <ul style="list-style-type: none"> • Graphite • Charcoal • Pastels • Colored pencils • Crayons • Chalk • Ink • Marker 	<p>Related Artists Tim Burton M.C. Escher Jeff Koons Kehinde Wiley Keith Haring Lorraine Loots William Morris Paul Cezanne Jackson Pollock Jean-Michel Basquiat George Rodrigue Willem de Kooning Wassily Kandinsky</p>

<ul style="list-style-type: none"> • Computers • Watercolor • Acrylic • Tempera • Canvas • Paper • Brush 	<p>Mark Rothko Salvador Dali Rene Magritte Joan Miro Jen Aranyi</p> <p><u>Concepts & Movements</u> Optical Illusions Tessellations Portraits/Facial Proportions 1 Point Perspective 2 Point Perspective Heraldry Hieroglyphics Micrography Drawing from Observation Reverse Perspective Rose Windows Abstract Expressionism Illuminated Letters Surrealism Neurographic Painting Modernism Monochromatic Digital Portraits</p>
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6TH GRADE ART UNIT 2	
Content Area: Visual Arts	Subject Area: Art in Culture and Community
Unit 2 Duration: 2nd Trimester	Grade Level 6
Unit Summary: Exploring culture & community through artmaking	
New Jersey Student Learning Standards	
<p>1. 1 - Visual and Performing Arts, 1.5.8.CN10A Generate ideas to make art individually or collaboratively to positively reflect a group's identity</p> <p>2. 1 - Visual and Performing Arts, 1.5.8.CN11A Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>3. 1 - Visual and Performing Arts, 1.5.8.CN11B Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>	

14. 1 - Visual and Performing Arts, 1.5.8.RE7B

Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Enduring Understandings (Students will understand that...)		Essential Questions	
<ul style="list-style-type: none">• Objects, places, and design shape lives and communities by influencing personal identity, cultural heritage, social interaction, functionality, inclusivity, sustainability, behavior, economic development, education, inspiration, and cultural exchange.• Art serves as a dynamic and essential vehicle for preserving, celebrating, and evolving cultural identity within societies.• Art is a tool for artists to convey their ideas and emotions with the world around them.		<ul style="list-style-type: none">• How do objects, places and design shape lives and communities?• How are art forms used to identify and reflect a group's identity and culture?• How do artists use their work to influence ideas and emotions?	
Knowledge (Students will know...)		Skills (Students will be able to...)	
<ul style="list-style-type: none">• Understanding that artists make art to share their culture and identity with others.• Art is a means to communicate social issues.• Viewers of art can learn about past civilizations through its many forms.• Art is a means to share stories with others.		<ul style="list-style-type: none">• Taking inspiration and honoring another culture through art.• Differentiate between fine art and craft in a discussion.• Work individually and collaboratively in the creation of an original artwork.• Create artwork that utilizes multiple forms of media in both 2-D and 3-D forms.	
Instructional Activities			
Projects/Activities		Resources Needed/Recommended	
<p>Projects</p> <p>Sculpture</p> <ul style="list-style-type: none">• clay - food, plates, animals, mugs w/focus on slab construction and handbuilding, wheel if applicable• plaster - monsters, Greek Vases, Canopic Jars, Alebrijes• Alternative - soap, steampunk, bookmaking <p>Fibers</p> <ul style="list-style-type: none">• Weaving - advanced techniques on loom, woven bags, baskets• Embroidery• Needle felting - animals, 2-D• Sewing - puppets, monsters w/focus on hand sewing, machine if applicable <p>Materials</p>		<p>Related Artists</p> <p>Judy Chicago Bernadette Curran Tim Burton (monsters) Jean Dubuffet Marcel Duchamp Maurizio Cattelan Andy Goldsworthy Claes Oldenburg Kayla Mattes Jen Keane Hannah Epstein (latch hooked rugs) Tessa Perlow Sarah Walton (illustrated embroidery)</p>	

<p>Clay Clay tools Plaster Paper Cardboard Adhesives Found objects Recyclables Soap Camera Loom Yarn Thread Needle Embroidery hoop Paper plate Popsicle sticks Tape Burlap Sewing machine Fabric Needle threader Fiber core for baskets Roving Needle felting tools Foam blocks Felt sheets</p>	<p><u>Concepts & Movements</u> Conceptual Art Dadaism Alebrijes Pop Art Soap Carving Steampunk Sculptures Slab Construction Handbuilding Wheel Throwing Chia Pets Ancient Egypt Ancient Rome Accordion Books Coiled Paper Vases Ancient Greece Scrimshaw/Sgraffito Native American Medicine Bags</p>
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6th GRADE ART UNIT 3	
Content Area: Visual Arts	Subject Area: Viewing, Understanding and Appreciating Art
Unit 3 Duration: 3rd Trimester	Grade Level 6
Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display	
New Jersey Student Learning Standards	
<p>10.1 - Visual and Performing Arts, 1.5.8.PR4A Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p>	

11. 1 - Visual and Performing Arts, 1.5.8.PR5A

Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives

12. 1 - Visual and Performing Arts, 1.5.8.PR6A

Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

13. 1 - Visual and Performing Arts, 1.5.8.RE7A

Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

15. 1 - Visual and Performing Arts, 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.

16. 1 - Visual and Performing Arts, 1.5.8.RE9A

Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork

Enduring Understandings (Students will understand that...)	Essential Questions
<ul style="list-style-type: none">• The visual arts influence our views of the world by enhancing our cultural awareness, providing historical context, fostering emotional and empathic connections, challenging our perceptions, offering aesthetic and philosophical insights, shaping our behavior and attitudes, and stimulating our creativity and imagination.• The presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences by preserving cultural heritage, shaping public perception, fostering empathy and understanding, inspiring creativity, reflecting and shaping identity, encouraging critical thinking, and having economic and social impacts.• Our life experiences provide a unique lens through which we view, interpret, and appreciate art, making our relationship with it deeply personal and multifaceted.• Learning about art enriches our perception of the world by enhancing our observation skills, fostering cultural appreciation, developing emotional and empathic understanding, improving critical and creative thinking, raising historical and social awareness, refining our aesthetic sensibility, supporting personal growth, and promoting interdisciplinary connections.	<ul style="list-style-type: none">• How do visual arts influence our views of the world?• How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?
Knowledge (Students will know...)	Skills (Students will be able to...)
<ul style="list-style-type: none">• Understand that artists create artwork to communicate a message with the viewer.• Art history illustrates a visual depiction of historical events, styles,	<ul style="list-style-type: none">• Create unique 2-D and 3-D works using multiple forms of media that conveys a message or meaning.• Explain how specific works of art throughout history relate to their own

<p>and concepts that students can find relevant today.</p> <ul style="list-style-type: none"> • Artwork is chosen and displayed purposely to convey a message. 	<p>work.</p> <ul style="list-style-type: none"> • Choose artwork to be displayed that best communicates who they are as an artist.
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Instructional Activities

Projects/Activities	Resources Needed/Recommended
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<p><u>Projects</u> Printmaking - reduction, screen, gelli Mosaic - traditional vs. alternative forms Stained Glass - suncatchers, jewelry Jewelry - beading, found object, wire, faux Fordite Product design - labels</p> <p><u>Materials</u> Printing ink Printing foam Gelli prints Bench hook Brayer Brushes PaperPaper scraps Newspaper Magazines Glue Mod Podge Paint brushes Found objects Tempera paint Paint brushes Paper on rolls Cameras Watercolor paint Scissors Computer Google Draw Construction paper Sand paper Belt sander Jewelry Bail Necklace cording Stained Glass Safety goggles</p>	<p><u>Related Artists</u> Andy Warhol Roy Lichtenstein Favianna Rodriguez (censor) Hokusai Georgia O’Keeffe Jen Stark Vik Muniz Mark Dion</p> <p><u>Concepts & Movements</u> Islamic Tiles Linocut Collage Atmospheric Perspective Iconic Artwork Reconstruction Glass Digital Art</p>
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Glass cutter Copper tooling Soldering iron Ruler Glass cutting oil Running pliers Grozing pliers Grinder X-acto knife Lead Flux Flux brush Flux cleaner	
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7TH GRADE ART UNIT 1	
Content Area: Visual Arts	Subject Area: Elements of Art and Principles of Design
Unit 1 Duration: 1st Trimester	Grade Level: 7
Unit Summary: Overview of the 7 Elements of Art and Principles of Design	
New Jersey Student Learning Standards	
<p>4. 1 - Visual and Performing Arts, 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.</p>	
<p>5. 1 - Visual and Performing Arts, 1.5.8.CR1B Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p>	
<p>6. 1 - Visual and Performing Arts, 1.5.8.CR2A Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p>	
<p>7. 1 - Visual and Performing Arts, 1.5.8.CR2B Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p>	
<p>8. 1 - Visual and Performing Arts, 1.5.8.CR2C Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p>	
<p>9. 1 - Visual and Performing Arts, 1.5.8.CR3A Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p>	

Enduring Understandings (Students will understand that...)	Essential Questions
<ul style="list-style-type: none"> • By utilizing these elements, artists can effectively convey complex meanings and evoke a wide range of emotions in their audience, making their artworks more impactful and communicative. • Artists create more compelling and effective compositions using the principles of design to ensure that it communicates the intended message and evokes the desired emotional response from the viewer. • A knowledge of the elements of art and principles of design equips artists with the tools and knowledge needed to create more effective, expressive, and impactful artworks. This foundational understanding enhances creativity, improves composition, strengthens emotional impact, and ensures cohesive and professional quality, ultimately leading to more successful and meaningful art. 	<ul style="list-style-type: none"> • How do artists use the elements of art (line, shape, color, texture, form, space, and value) to convey meaning and emotions in their work? • In what ways do the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) influence the composition and impact of an artwork? • How can understanding the elements of art and principles of design help us create more effective and expressive artworks?
Knowledge (Students will know...)	Skills (Students will be able to...)
<ul style="list-style-type: none"> • Understanding how to evaluate a work of art based on the elements of art and principles of design. • The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. • Art is chosen and categorized based on multiple criteria and methods. 	<ul style="list-style-type: none"> • Identify line, shape, color, texture, form, space, and value in artwork. • Identify balance, contrast, emphasis, movement, pattern, rhythm, unity, and harmony in artwork. • Incorporate several of the elements of art and principles of design into their own artwork.
Instructional Activities	
Projects/Activities	Resources Needed/Recommendations
<p>Projects Drawing - portraits, one/two point perspective Painting - watercolor and acrylic techniques - exploration of abstract vs. realism</p> <p>Materials</p> <ul style="list-style-type: none"> • Graphite • Charcoal • Pastels • Colored pencils • Crayons 	<p>Related Artists Tim Burton M.C. Escher Jeff Koons Kehinde Wiley Keith Haring Lorraine Loots William Morris Paul Cezanne Jackson Pollock Jean-Michel Basquiat</p>

<ul style="list-style-type: none"> ● Chalk ● Ink ● Marker ● Computers ● Watercolor ● Acrylic ● Tempera ● Canvas ● Paper ● Brush 	<p>George Rodrigue Willem de Kooning Wassily Kandinsky Mark Rothko Salvador Dali Rene Magritte Joan Miro Jen Aranyi</p> <p><u>Concepts & Movements</u></p> <p>Optical Illusions Tessellations Portraits/Facial Proportions 1 Point Perspective 2 Point Perspective Heraldry Hieroglyphics Micrography Drawing from Observation Reverse Perspective Rose Windows Abstract Expressionism Illuminated Letters Surrealism Neurographic Painting Modernism Monochromatic Digital Portraits</p>
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7TH GRADE ART UNIT 2	
Content Area: Visual Arts	Subject Area: Art in Culture and Community
Unit 2 Duration: 2nd Trimester	Grade Level: 7
Unit Summary: Exploring culture & community through artmaking	
New Jersey Student Learning Standards	
<p>1. 1 - Visual and Performing Arts, 1.5.8.CN10A Generate ideas to make art individually or collaboratively to positively reflect a group's identity</p> <p>2. 1 - Visual and Performing Arts, 1.5.8.CN11A</p>	

- Sewing - puppets, monsters w/focus on hand sewing, machine if applicable

Materials

Clay
 Clay tools
 Plaster
 Paper
 Cardboard
 Adhesives
 Found objects
 Recyclables
 Soap
 Camera
 Loom
 Yarn
 Thread
 Needle
 Embroidery hoop
 Paper plate
 Popsicle sticks
 Tape
 Burlap
 Sewing machine
 Fabric
 Needle threader
 Fiber core for baskets
 Roving
 Needle felting tools
 Foam blocks
 Felt sheets

Hannah Epstein (latch hooked rugs)
 Tessa Perlow
 Sarah Walton (illustrated embroidery)

Concepts & Movements

Conceptual Art
 Dadaism
 Alebrijes
 Pop Art
 Soap Carving
 Steampunk Sculptures
 Slab Construction
 Handbuilding
 Wheel Throwing
 Chia Pets
 Ancient Egypt
 Ancient Rome
 Accordion Books
 Coiled Paper Vases
 Ancient Greece
 Scrimshaw/Sgraffito
 Native American Medicine Bags

7TH GRADE ART UNIT 3

Content Area: Visual Arts

Subject Area: Viewing, Understanding and Appreciating Art

Unit 3 Duration: 3rd Trimester

Grade Level: 7

Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display

10. 1 - Visual and Performing Arts, 1.5.8.PR4A

Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

11. 1 - Visual and Performing Arts, 1.5.8.PR5A

Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives

12. 1 - Visual and Performing Arts, 1.5.8.PR6A

Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

13. 1 - Visual and Performing Arts, 1.5.8.RE7A

Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

15. 1 - Visual and Performing Arts, 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.

16. 1 - Visual and Performing Arts, 1.5.8.RE9A

Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork

Enduring Understandings (Students will understand that...)	Essential Questions
<ul style="list-style-type: none">• The visual arts influence our views of the world by enhancing our cultural awareness, providing historical context, fostering emotional and empathic connections, challenging our perceptions, offering aesthetic and philosophical insights, shaping our behavior and attitudes, and stimulating our creativity and imagination.• The presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences by preserving cultural heritage, shaping public perception, fostering empathy and understanding, inspiring creativity, reflecting and shaping identity, encouraging critical thinking, and having economic and social impacts.• Our life experiences provide a unique lens through which we view, interpret, and appreciate art, making our relationship with it deeply personal and multifaceted.• Learning about art enriches our perception of the world by enhancing our observation skills, fostering cultural appreciation, developing emotional and empathic understanding, improving critical and creative thinking, raising historical and social awareness, refining our aesthetic sensibility, supporting personal growth, and promoting interdisciplinary connections.	<ul style="list-style-type: none">• How do visual arts influence our views of the world?• How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?
Knowledge (Students will know...)	Skills (Students will be able to...)

- Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. The elements of art and principles of design are universal.
- The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
- Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

- Create unique 2-D and 3-D works using multiple forms of media that conveys a message or meaning.
- Explain how specific works of art throughout history relate to their own work.
- Choose artwork to be displayed that best communicates who they are as an artist.

Instructional Activities

Projects/Activities

Projects

Printmaking - reduction, screen, gelli
 Mosaic - traditional vs. alternative forms
 Stained Glass - suncatchers, jewelry
 Jewelry - beading, found object, wire, faux Fordite
 Product design - labels

Materials

Printing ink
 Printing foam
 Gelli prints
 Bench hook
 Brayer
 Brushes
 PaperPaper scraps
 Newspaper
 Magazines
 Glue
 Mod Podge
 Paint brushes
 Found objects
 Tempera paint
 Paint brushes
 Paper on rolls
 Cameras
 Watercolor paint
 Scissors
 Computer

Resources Needed/Recommendations

Related Artists

Andy Warhol
 Roy Lichtenstein
 Favianna Rodriguez (censor)
 Hokusai
 Georgia O’Keeffe
 Jen Stark
 Vik Muniz
 Mark Dion

Concepts & Movements

Islamic Tiles
 Linocut
 Collage
 Atmospheric Perspective
 Iconic Artwork Reconstruction
 Glass
 Digital Art

Google Draw Construction paper Sand paper Belt sander Jewelry Bail Necklace cording Stained Glass Safety goggles Glass cutter Copper tooling Soldering iron Ruler Glass cutting oil Running pliers Grozing pliers Grinder X-acto knife Lead Flux Flux brush Flux cleaner	
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8TH GRADE ART UNIT 1	
Content Area: Visual Arts	Unit Title: Elements of Art and Principles of Design
Unit 1 Duration: 1st Trimester	Grade Level: 8
Unit Summary: Overview of the 7 Elements of Art and Principles of Design	
New Jersey Student Learning Standards	
4. 1 - Visual and Performing Arts, 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.	
5. 1 - Visual and Performing Arts, 1.5.8.CR1B Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.	
6. 1 - Visual and Performing Arts, 1.5.8.CR2A Demonstrate persistence and willingness to experiment and take risks during the artistic process.	
7. 1 - Visual and Performing Arts, 1.5.8.CR2B	

Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

8. 1 - Visual and Performing Arts, 1.5.8.CR2C

Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

9. 1 - Visual and Performing Arts, 1.5.8.CR3A

Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

<p style="text-align: center;">Enduring Understandings (Students will understand that...)</p>	<p style="text-align: center;">Essential Questions</p>
<ul style="list-style-type: none"> ● By utilizing these elements, artists can effectively convey complex meanings and evoke a wide range of emotions in their audience, making their artworks more impactful and communicative. ● Artists create more compelling and effective compositions using the principles of design to ensure that it communicates the intended message and evokes the desired emotional response from the viewer. ● A knowledge of the elements of art and principles of design equips artists with the tools and knowledge needed to create more effective, expressive, and impactful artworks. This foundational understanding enhances creativity, improves composition, strengthens emotional impact, and ensures cohesive and professional quality, ultimately leading to more successful and meaningful art. 	<ul style="list-style-type: none"> ● How do artists use the elements of art (line, shape, color, texture, form, space, and value) to convey meaning and emotions in their work? ● In what ways do the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) influence the composition and impact of an artwork? ● How can understanding the elements of art and principles of design help us create more effective and expressive artworks?
<p style="text-align: center;">Knowledge (Students will know...)</p>	<p style="text-align: center;">Skills (Students will be able to...)</p>
<ul style="list-style-type: none"> ● Understanding how to evaluate a work of art based on the elements of art and principles of design. ● The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. ● Art is chosen and categorized based on multiple criteria and methods. 	<ul style="list-style-type: none"> ● Identify line, shape, color, texture, form, space, and value in artwork. ● Identify balance, contrast, emphasis, movement, pattern, rhythm, unity, and harmony in artwork. ● Over time, incorporate many of the elements of art and principles of design into their own artwork.
<p style="text-align: center;">Instructional Activities</p>	
<p style="text-align: center;">Project/Activities</p>	<p style="text-align: center;">Resources Needed/Recommended</p>
<p><u>Projects</u> Drawing - portraits, one/two point perspective</p>	<p><u>Related Artists</u> Tim Burton</p>

Painting - watercolor and acrylic techniques
- exploration of abstract vs. realism

Materials

- Graphite
- Charcoal
- Pastels
- Colored pencils
- Crayons
- Chalk
- Ink
- Marker
- Computers
- Watercolor
- Acrylic
- Tempera
- Canvas
- Paper
- Brush

M.C. Escher
Jeff Koons
Kehinde Wiley
Keith Haring
Lorraine Loots
William Morris
Paul Cezanne
Jackson Pollock
Jean-Michel Basquiat
George Rodrigue
Willem de Kooning
Wassily Kandinsky
Mark Rothko
Salvador Dali
Rene Magritte
Joan Miro
Jen Aranyi

Concepts & Movements

Optical Illusions
Tessellations
Portraits/Facial Proportions
1 Point Perspective
2 Point Perspective
Heraldry
Hieroglyphics
Micrography
Drawing from Observation
Reverse Perspective
Rose Windows
Abstract Expressionism
Illuminated Letters
Surrealism
Neurographic Painting
Modernism
Monochromatic Digital Portraits

8TH GRADE ART UNIT 2

Content Area: Visual Arts

Unit Title: Art in Culture and Community

Unit 1 Duration: 2nd Trimester	Grade Level: 8
Unit Summary: Exploring culture & community through artmaking	
New Jersey Student Learning Standards	
<p>1. 1 - Visual and Performing Arts, 1.5.8.CN10A Generate ideas to make art individually or collaboratively to positively reflect a group's identity</p> <p>2. 1 - Visual and Performing Arts, 1.5.8.CN11A Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>3. 1 - Visual and Performing Arts, 1.5.8.CN11B Analyze and contrast how art forms are used to reflect global issues, including climate change.</p> <p>14. 1 - Visual and Performing Arts, 1.5.8.RE7B Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p>	
Enduring Understandings (Students will understand that...)	Essential Questions
<ul style="list-style-type: none"> • Objects, places, and design shape lives and communities by influencing personal identity, cultural heritage, social interaction, functionality, inclusivity, sustainability, behavior, economic development, education, inspiration, and cultural exchange. • Art serves as a dynamic and essential vehicle for preserving, celebrating, and evolving cultural identity within societies. • Art is a tool for artists to convey their ideas and emotions with the world around them. 	<ul style="list-style-type: none"> • How do objects, places and design shape lives and communities? • How are art forms used to identify and reflect a group's identity and culture? • How do artists use their work to influence ideas and emotions?
Knowledge (Students will know...)	Skills (Students will be able to...)
<ul style="list-style-type: none"> • Understanding that artists make art to share their culture and identity with others. • Art is a means to communicate social issues. • Viewers of art can learn about past civilizations through its many forms. • Art is a means to share stories with others. 	<ul style="list-style-type: none"> • Taking inspiration and honoring another culture through art. • Differentiate between fine art and craft in a discussion. • Work individually and collaboratively in the creation of an original artwork. • Create artwork that utilizes multiple forms of media in both 2-D and 3-D forms.
Instructional Activities	
Project/Activities	Resources Needed/Recommended
<p><u>Projects</u> Sculpture</p>	<p><u>Related Artists</u> Judy Chicago Bernadette Curran</p>

- clay - food, plates, animals, mugs w/focus on slab construction and handbuilding, wheel if applicable
- plaster - monsters, Greek Vases, Canopic Jars, Alebrijes
- Alternative - soap, steampunk, bookmaking

Fibers

- Weaving - advanced techniques on loom, woven bags, baskets
- Embroidery
- Needle felting - animals, 2-D
- Sewing - puppets, monsters w/focus on hand sewing, machine if applicable

Materials

Clay
Clay tools
Plaster
Paper
Cardboard
Adhesives
Found objects
Recyclables
Soap
Camera
Loom
Yarn
Thread
Needle
Embroidery hoop
Paper plate
Popsicle sticks
Tape
Burlap
Sewing machine
Fabric
Needle threader
Fiber core for baskets
Roving
Needle felting tools
Foam blocks
Felt sheets

Tim Burton (monsters)
Jean Dubuffet
Marcel Duchamp
Maurizio Cattelan
Andy Goldsworthy
Claes Oldenburg
Kayla Mattes
Jen Keane
Hannah Epstein (latch hooked rugs)
Tessa Perlow
Sarah Walton (illustrated embroidery)

Concepts & Movements

Conceptual Art
Dadaism
Alebrijes
Pop Art
Soap Carving
Steampunk Sculptures
Slab Construction
Handbuilding
Wheel Throwing
Chia Pets
Ancient Egypt
Ancient Rome
Accordion Books
Coiled Paper Vases
Ancient Greece
Scrimshaw/Sgraffito
Native American Medicine Bags

8TH GRADE ART UNIT 3

Content Area: Visual Arts

Unit Title: Viewing, Understanding and Appreciating Art

Unit 1 Duration: 3rd Trimester

Grade Level: 8

Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display

New Jersey Student Learning Standards

10. 1 - Visual and Performing Arts, 1.5.8.PR4A

Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

11. 1 - Visual and Performing Arts, 1.5.8.PR5A

Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives

12. 1 - Visual and Performing Arts, 1.5.8.PR6A

Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

13. 1 - Visual and Performing Arts, 1.5.8.RE7A

Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

15. 1 - Visual and Performing Arts, 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.

16. 1 - Visual and Performing Arts, 1.5.8.RE9A

Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork

Enduring Understandings (Students will understand that...)

Essential Questions

- The visual arts influence our views of the world by enhancing our cultural awareness, providing historical context, fostering emotional and empathic connections, challenging our perceptions, offering aesthetic and philosophical insights, shaping our behavior and attitudes, and stimulating our creativity and imagination.
- The presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences by preserving cultural heritage, shaping public perception, fostering empathy and understanding, inspiring creativity, reflecting and shaping identity, encouraging critical thinking, and having economic and social impacts.
- Our life experiences provide a unique lens through which we view, interpret, and appreciate art, making our relationship with it deeply personal and multifaceted.

- How do visual arts influence our views of the world?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?

<ul style="list-style-type: none"> Learning about art enriches our perception of the world by enhancing our observation skills, fostering cultural appreciation, developing emotional and empathic understanding, improving critical and creative thinking, raising historical and social awareness, refining our aesthetic sensibility, supporting personal growth, and promoting interdisciplinary connections. 	
<p style="text-align: center;">Knowledge (Students will know...)</p>	<p style="text-align: center;">Skills (Students will be able to...)</p>
<ul style="list-style-type: none"> Understand that artists create artwork to communicate a message with the viewer. Art history illustrates a visual depiction of historical events, styles, and concepts that students can find relevant today. Artwork is chosen and displayed purposely to convey a message. 	<ul style="list-style-type: none"> Create unique 2-D and 3-D works using multiple forms of media that conveys a message or meaning. Explain how specific works of art throughout history relate to their own work. Choose artwork to be displayed that best communicates who they are as an artist.
Instructional Activities	
Project/Activities	Resources Needed/Recommended
<p>Projects Printmaking - reduction, screen, gelli Mosaic - traditional vs. alternative forms Stained Glass - suncatchers, jewelry Jewelry - beading, found object, wire, faux Fordite Product design - labels</p> <p>Materials Printing ink Printing foam Gelli prints Bench hook Brayer Brushes PaperPaper scraps Newspaper Magazines Glue Mod Podge Paint brushes Found objects Tempera paint</p>	<p>Related Artists Andy Warhol Roy Lichtenstein Favianna Rodriguez (censor) Hokusai Georgia O’Keeffe Jen Stark Vik Muniz Mark Dion</p> <p>Concepts & Movements Islamic Tiles Linocut Collage Atmospheric Perspective Iconic Artwork Reconstruction Glass Digital Art</p>

Paint brushes
Paper on rolls
Cameras
Watercolor paint
Scissors
Computer
Google Draw
Construction paper
Sand paper
Belt sander
Jewelry Bail
Necklace cording
Stained Glass
Safety goggles
Glass cutter
Copper tooling
Soldering iron
Ruler
Glass cutting oil
Running pliers
Grozing pliers
Grinder
X-acto knife
Lead
Flux
Flux brush
Flux cleaner

6-8 RESOURCES

The assessments, modifications, connections, and resources listed below can be used for all grade levels to gain insight and track progress in their artistic and learning journey. These resources may also be made specific for different grade levels, art lessons and projects.

Formative Assessments

- **Peer Feedback** - TAG Sticky Notes: Students write the word TAG on the left side of a sticky note. Class arranges in-progress artwork for viewing. Students choose an artwork that is not theirs and respond to the three letter prompts: T- tell something you like about the artwork, A-ask a question about the artwork, G-give a suggestion on how to improve the artwork.
- **Student Self-Reflection**
 - 2 Stars and a Wish: Next to two stars, students write two aspects of their work that they are most proud of. The wish is something that they

would to improve on or change for next time.

- Red Card/Green Card: Using red, yellow, and green cards, students can indicate their understanding of the presented material as it happens. (When presenting a particularly challenging technique or concept, students can use the cards on their own at any time, or the cards can be used to take a class poll to represent students' level of understanding.)

- **Exit Slips:**

- On a worksheet, students finish the reflection prompts: "I discovered...", "I still need to work on...", "I am really excited for..."
- 3-2-1: What are three things you discovered during studio time today? What are two things you are going to work on? What is one thing you still have a question about?
- Quick Draw: Given a topic, students write and/or draw freely during a timed period.

Summative Assessments

- **Art Show** - in preparation for the end-of-the-year art show, students will have the opportunity to incorporate what they have learned throughout the year in art class (ie utilizing different materials, trying new techniques, illustrating their knowledge of the elements of art) and showcase their own artistry and creativity in a work of art to be exhibited at the art show. These projects will provide more choice and student ownership than previous projects. At the completion of their art show project, students may also be given the opportunity for self-assessments, reflection, and composing artist statements about their artwork and their experience in art this year.

Sample Learning Tasks & Exemplars

- Find an example of a genre or style of art in selected paintings
- Illustrate an element of art in a quick five minute drawing

Sample Interdisciplinary Connections

- Build a 3-D hologram and discuss how light is reflected in the prism.
- Work with classroom teachers on a history lesson that incorporates art from that time period or in the style of that time.

Sample Unit Modifications

- Allow students extra time to complete given assignments
- Provide for flexible seating (i.e. draw standing up, sit on the carpet, sit at the table, use a clipboard)

Sample Technology Integration

- Use a Kahoot! to check student knowledge at the end of a lesson
- Utilize iPads to upload work to Artsonia or similar portfolio at teacher's discretion.

Additional Resources

- Art of Education Pro version for relevant Professional Development www.artofed.com