

VISUAL ARTS - 2D ART G7-8



Ewing Public Schools
2099 Pennington Road
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Description and Rationale

Two Dimensional Art, or 2D Art, encompasses all forms of traditional art making materials that are considered when producing a two dimensional work of art. While initially reviewing the tools and techniques appropriate for creating two dimensional works may limit the artist to various paints, pastels, pencils, collage materials, and markers, the contemporary artist understands that their work will also incorporate nontraditional and emerging media. These new media and techniques include, but are not limited to, digital rendering software, photography/videography, and a combination of any traditional and nontraditional media.

This course is designed for beginner students at the 7th grade level, and students seeking to build on previous skills at the 8th grade level, and will be taught using a project-driven approach with student voice and choice as a priority. The media used to enhance students' knowledge of two dimensional art making will include the tools that are commonly used in the art making industry, but also ask students to consider what the future of art making will look like as new developments are made.

With the elements of art and the principles of design at the center of instruction, students will gain an understanding of how to apply media in the creation of art elements in a way that clearly communicates their message. Students will also be introduced to different styles of art and art historical movements appropriate for comprehending the impact that each artist and movement has made on the current state of the art world.

2D Art is designed as a semester-long studio course that will be taught every other day for a total of 45 days. Each class period will be 42 minutes long; each project will be approximately between 2-3 weeks in duration with a total of 9 classes to complete any given project.

Through this course, students will gain practical knowledge of the artistic design process and utilize techniques of thumbnail sketches, project proposals, project revisions, and art critique. Time for project ideation will be assigned for one class period at the beginning of each unit, with opportunities for students to preview concepts in advance in order to develop their ideas further.

Unit 1: The Elements of Art and Principles of Design

Why is this Unit Important?

Students will learn the keys to communication through visual art while engaging meaningfully with art and artists from various periods and cultures in two dimensional and digital formats. This unit seeks to build a strong foundation of understanding of the elements of art, commonly known as the building blocks of art. Through this unit, not only will students experiment with the execution of line, color, shape, form, texture, space, and value in their own artwork, but they will also translate the application of elements in peer, historical, and contemporary works. Students will recognize that the elements of art help to define what a work is composed of, while the principles of design determine how and where the elements are employed.

Enduring Understandings

- The elements of art are the components of any artwork and include line, color, shape, form, texture, space, and value.
- The principles of design are guiding ideas, crucial for consideration of how the elements of art are utilized in any work.
- The principles of design include balance, unity, variety, emphasis, movement, pattern and proportion.
- Culture, including sexuality, disability, ethnicity and language, have a strong impact on the media as well as the subject matter for artists.

Essential Questions

- Can the students identify which elements of art are most prominent in the designs of others and support their claim?
- Can the students create multiple arrangements of the same art elements in order to emphasize distinct principles of design?
- Can the students recognize when a principle of design was not considered and provide specific feedback about how to incorporate the principle in future drafts of a work?

Acquired Knowledge

- Elements of Art: line, color, shape, form, texture, space, and value
- Principles of Design: balance, unity, variety, emphasis, movement, pattern and proportion

Acquired Skills

- Determine the success of a design based on the elements of art and principles of design
- Apply the elements of art in a two dimensional work with emphasis on individual principles of design in order to create a body of work with a cohesive visual appearance
- Translate practice techniques utilizing the elements of art and principles of design into fully developed works of art.

Assessments

Formative Assessments:

- Do Now/Draw Now responses and sketches: Which principles of design are most alike? How can you tell them apart? Draw a mini masterpiece that clearly highlights a principle of design of your choice using the element of shape.
- Think/Pair Share Group Discussions: Which principle of design was given the most importance in a present work? Which elements were used to create that effect?
- In-progress critique of student projects: given a digital photo of another student's work, students will color code where they see a successful use of each specified art element, then provide feedback about the principle of design that is most prominent at this stage in the work.

Summative Assessment

- Project: Principles of Design collaborative art galleries. Students will work in groups to create 7 works of art; each showcasing a different principle of design that have a cohesive application of elements of art.

Benchmark Assessment

- Students will respond through an Artist Statement about the specific areas that they applied each element of art and principle of design within the gallery of works created by their group.

Alternative

- Students will create 2-3 works of art, each showcasing a different principle of design, then select artwork from art historical and contemporary galleries to complete their gallery in place of partnering with peers.
- In place of creating a physical showcase of 7 works, students can photograph their artwork and create a digital gallery space.

Core Instructional Materials

- National Gallery of Art, Lessons and Resources for Grades 6-8

Supplemental Instructional Materials

- KinderArt: Teaching Middle School Art Lessons
- National Art Education Association: Middle School Resources

Interdisciplinary Connections

- History: students will investigate the elements of culture that caused works to showcase art elements from art historic works from ancient groups to contemporary artists.
- Math: students will determine the overall space required for their gallery of principles of design works based on the area of the works they created and appropriate spacing between each piece.

Technological Integrations

- Students will respond to the in progress work of their peers with interactive, color-coded slides.
- Students will be given the choice to create a digital gallery rather than a physical one, utilizing AR technology.
- Students will create an Artist Statement through voice/video recording or a word processor, then display the artist statement through a QR code.

NJSLS:

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| • 1.5.8.Cr2a | 1.5.8.Cr3a |
| • 1.5.8.Pr5a | 1.5.8.Cn11a |

Unit 2: The Artist as Storyteller

Why is this Unit Important?

The art world recognizes the important role visual artists play in capturing the narratives of individuals and their cultures. As one of the 8 Studio Habits of Mind, the *expression* of the artist is at the core of each individual's art making, connecting them to the community that surrounds them. Visual storytelling has long recorded historical events, religious and mythological tales, and has the ability to transform what would be considered ordinary life into the extraordinary through strong technical skills. Through this unit, students will discover how their understanding of the elements of art and principles of design can tell vibrant stories through visual symbolism and hierarchy.

Enduring Understandings

- Color, contrast, and line qualities contribute to the overall mood of a work of art.
- Audiences can connect to the experiences of the artist through visual storytelling.
- Artists are able to apply the same elements of a story; theme, character, plot, setting, and conflict, to create a well-developed work of art.
- Culture, including sexuality, disability, ethnicity and language, have a strong impact on the media as well as the subject matter for artists.

Essential Questions

- Can the students translate a written or spoken story into a two-dimensional work of art?
- Can the students utilize visual symbolism to create a mood within a narrative work?
- Can the students identify an artist's intended narrative in commonly accepted works of art?

Acquired Knowledge

- Illustration is defined as "a picture or diagram that helps make something clear or attractive, or an example or instance that helps make something clear"
- The elements of a story are: theme, character, plot, setting, and conflict

- Colors and symbols become generally accepted by audiences over time to create a common understanding of visual symbols

Acquired Skills

- Translate abstract ideas such as moods and feelings into physical lines, shapes, colors, and textures in the creation of two dimensional works of art
- Use the elements of art, principles of design, and the elements of a story to create a work of art that tells a clear story
- Identify the feelings, thoughts, and emotions of artists based on the narrative created in two dimensional works of art

Assessments

Formative Assessments:

- Do Now/Draw Now responses and sketches: Choose an animated movie that you enjoyed as a child and create a color palette from it; see if your neighbor can guess which movie it is.
- Think/Pair Share Group Discussions: (make a physical chart) Which colors do you associate with different emotions? Why do you think that happens? Are there any images, like rain clouds, mountains, or certain animals that are representative? What do they represent?
- In-progress critique of student projects: given a digital photo of another student's work, students will complete a plot analysis form that identifies theme, character, plot, setting, and conflict or which areas may be unclear or in need of more detail.

Summative Assessment

- Project: students will choose between recreating a book cover to make it more accurately reflect the plot, creating a comic strip that tells a personal narrative, or to create a step-by-step instructional poster for a routine of their choice.

Benchmark Assessment

- Complete a graph that identifies movies, stories, or characters by their mood. Note the similarities and differences between each of the characters, movies, and stories for each mood category.

Alternative

- Students will recreate an animated plot in their own style, contrasting the differences between their rendition and the original.
- Students will use animation software to create a story online, then recreate one scene from the animated clip as a still 2D work of art.

Core Instructional Materials

- National Gallery of Art, Lessons and Resources for Grades 6-8

Supplemental Instructional Materials

- KinderArt: Teaching Middle School Art Lessons
- National Art Education Association: Middle School Resources

Interdisciplinary Connections

- Creation of parts of a story and mood: language arts
- The evolution of storytelling from the caves in Lascaux: social studies

Technological Integrations

- For each project option, students will be able to render their artwork digitally through the use of painting and drawing software.
- Students will complete the in-progress critique digitally using Google Forms and Slides.

NJSLS:

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| • 1.5.8.Re7a | 1.5.8.Re7b |
| • 1.5.8.Re8a | 1.5.8.Re9a |

Unit 3: The Artist as Designer

Why is this Unit Important?

Design is art with a predetermined outcome and end user. Artists become designers when they seek to communicate messages and solve problems through their artwork. Often, the key difference between art and design is within the purpose of creating. Most artists create for themselves; to recount a memory or feeling, to release thoughts or emotions, or to preserve a moment in time. Designers create in order to promote revenue, spread awareness, or solve problems and are often working with clients instead of designing for themselves. It is important for designers to build an understanding of their client's needs and communicate any potential challenges with their design goals. Design presents itself through graphic design, fashion, architecture, and industrial or interior design.

Enduring Understandings

- The design process consists of the following stages: ask (identify a problem), imagine, design, build, evaluate, refine or share.
- Design is commonly viewed as art with a purpose.
- The elements of art and principles of design are considered and applied in each type of design.
- Culture, including sexuality, disability, ethnicity and language, have a strong impact on the media as well as the subject matter for artists.

Essential Questions

- Can the students utilize the design thinking process in order to solve a problem?
- Can the students design a product that displays both divergent and convergent thinking to meet the needs of a client?
- Can the students apply real-world challenges such as deadlines, supply chains, and cost when creating a design for a potential client?

Acquired Knowledge

- Design is defined both as a verb and its product: design is art making based on external constraints and designs are the resulting products of this problem solving process.
- Innovation is crucial to the success of designs, as when problems evolve, they will require new solutions.
- Designers center their practice around the needs of their clients and are able to communicate effectively to apply design principles and art elements to the ultimate goals of the client's design campaign.

Acquired Skills

- Translate abstract ideas such as moods and feelings into physical lines, shapes, colors, and textures in the creation of two dimensional works of art
- Use the elements of art, principles of design, and the elements of a story to create a work of art that tells a clear story
- Identify the feelings, thoughts, and emotions of artists based on the narrative created in two dimensional works of art

Assessments

Formative Assessments:

- Do Now/Draw Now responses and sketches: Which brands do you think use iconic color themes and fonts? Match the unlabeled brands to their companies. Draw one area of FMS, then add one improvement.
- Think/Pair Share Group Discussions: What can you do if your client has an idea that you don't agree with? Should your goal be to reach as many people as possible through your designs, or should it be more to reach the target audience of your client?
- In-progress critique of student projects: students will be grouped based on their project option selected, then complete a rating form for a peer within their group that addresses how well the student applied the goals of their client and the elements of art and principles of design.

Summative Assessment

- Project: students will choose between creating a product for an existing company with iconic branding for 50 years in the future, redesigning a structure in their community through a digital or series of dimensional sketches, or rendering fashion sketches for wardrobes in varying climates.

Benchmark Assessment

- Students will create a reflection presentation that narrates how they completed each stage of their design process in their product, structure, or clothing line.

Alternative

- In place of a written reflection presentation, students will record a video reflection that captures all of the design process in their work.

Core Instructional Materials

- National Gallery of Art, Lessons and Resources for Grades 6-8

Supplemental Instructional Materials

- KinderArt: Teaching Middle School Art Lessons
- National Art Education Association: Middle School Resources

Interdisciplinary Connections

- Architecture and scale drawings: mathematics
- Iconic branding and popular culture: social studies

Technological Integrations

- For each project option, students will be able to render their artwork digitally through the use of painting and drawing software.
- Students will view modern spaces through VR tours to determine how other designers have addressed design challenges in their work.

NJSLS:

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| • 1.5.8.Cr1a | 1.5.8.Cr1b |
| • 1.5.8.Cr2c | 1.5.8.Cn10a |

Unit 4: The Artist as Creative Champion

Why is this Unit Important?

Art has the power to say what words cannot. Through the skillful application of the elements of art, principles of design, visual storytelling, and the design thinking process, this course culminates to encourage students to speak up and speak out in their artwork. By capturing the experiences of themselves and others in their two dimensional works, students are able to bring awareness to social causes they are passionate about. As creative champions, students will be able to spark creativity in others and motivate the viewers of their works into action for their selected cause.

Enduring Understandings

- The design process consists of the following stages: ask (identify a problem), imagine, design, build, evaluate, refine or share.
- Design is commonly viewed as art with a purpose.
- The elements of art and principles of design are considered and applied in each type of design.
- Culture, including sexuality, disability, ethnicity and language, have a strong impact on the media as well as the subject matter for artists.

Essential Questions

- Can the students utilize the design thinking process in order to solve a problem?
- Can the students design a product that displays both divergent and convergent thinking to meet the needs of a client?
- Can the students apply real-world challenges such as deadlines, supply chains, and cost when creating a design for a potential client?

Acquired Knowledge

- Design is defined both as a verb and its product: design is art making based on external constraints and designs are the resulting products of this problem solving process.
- Innovation is crucial to the success of designs, as when problems evolve, they will require new solutions.
- Designers center their practice around the needs of their clients and are able to communicate effectively to apply design principles and art elements to the ultimate goals of the client's design campaign.

Acquired Skills

- Translate abstract ideas such as moods and feelings into physical lines, shapes, colors, and textures in the creation of two dimensional works of art
- Use the elements of art, principles of design, and the elements of a story to create a work of art that tells a clear story
- Identify the feelings, thoughts, and emotions of artists based on the narrative created in two dimensional works of art

Assessments

Formative Assessments:

- Do Now/Draw Now responses and sketches: What are three campaigns that come to mind when you think of social causes? Draw a logo for the following cause. Where would a mural with your artwork be displayed? Draw a symbol for your cause.
- Think/Pair Share Group Discussions: How do you encourage the viewers of your artwork to feel as passionate about your cause as you do? What is one thing that you think most people don't know about the cause you're making artwork about?
- In-progress critique of student projects: students will work in their groups the preemptively place artworks closer or further away from each other based on common criteria.

Summative Assessment

- Project: students will create a two-dimensional work of art that shows support of a cause of their choice, then work with classmates and peers in other grade levels to curate a multi-sensory gallery space with a common theme and music.

Benchmark Assessment

- Students will justify their collaboration with peers and map a virtual gallery space, placing artworks in proximity based on the similarities of their own work within the selected theme of a common cause.

Alternative

- Students will curate a gallery of pre-existing works that support a cause of their choice and complete a summary essay justifying the choice of each work.

Core Instructional Materials

- National Gallery of Art, Lessons and Resources for Grades 6-8

Supplemental Instructional Materials

- KinderArt: Teaching Middle School Art Lessons
- National Art Education Association: Middle School Resources

Interdisciplinary Connections

- Spatial planning, measurement, and leveling: mathematics
- Playlist curation and music theme identification: music

Technological Integrations

- Students will curate a playlist to accompany their artwork and display a QR code either virtually or in person.
- Students will support their physical gallery with individual virtual reality galleries to compare how their plan would differ from their collaborative efforts.

NJSLS:

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| • 1.5.8.Cr2b | 1.5.8.Pr4a |
| • 1.5.8.Pr5a | 1.5.8.Pr6a |
| • 1.5.8.Cn11b | |

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally and globally.

In each unit, students examine the artform as an entrepreneurial endeavor, and determine how current trends might shape the artform as work and as art.

9.2.8.CAP.19 Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

During the final unit, students examine their portfolio to determine which artworks would benefit from industry and university training in order to merge the enjoyment of artmaking with career potential.

Career Education

9.3.12.AR-VIS-1 Describe the history and evolution of the visual arts and its role and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual art elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional art forms using various media.

In each unit, cultural and historical themes are analyzed alongside exemplars of artforms which allow for transference of the elements of past to new, student-created works.

Technology Integration

9.4.8.CI.2 Repurpose an existing resource in an innovative way.

9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas.

9.4.8.IML.13 Identify the impact of the creator on the content, production and delivery of information.

*In Unit 3, students are introduced to the design process and are prompted to create a product that solves a real world problem **9.4.8.IML.13** occurs as students meet and interview their potential clients, while **9.4.8.CI.2** is met during the process of gathering materials. Collaboration is achieved via class critique. Finally, **9.4.8.CI.3** is reached through the personal written reflection, which is part of the summative assessment of the student project in Unit 3.*

Interdisciplinary Connection

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

RH.11-12.2 Determine the theme, central ideas, information and/or perspective resented in a primary or secondary sources; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

In Unit 2, students will examine the artist as a storyteller, viewing and translating the narrative from prehistoric works.

6.GA.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

In Units 1 and 4, students are asked to design a gallery space. This will require them to calculate the dimensions of the space the artwork will be displayed in, as well as the area of the artworks being displayed. Students will detail the technical specifications through a proposal, blueprint and through gallery captions and textual information for viewers.

LGBTQ/Disabilities Resources

Statement: Culture, including sexuality, disability

Unit 1:

- Artwork of Francis Bacon
- Artwork of Beauford Delaney
- Artwork of Paul Klee
- Artwork of Vincent van Gogh

Unit 2:

- Artwork of Mickalene Thomas
- Artwork of Aubrey Beardsley
- Artwork of Frida Kahlo

Unit 3:

- Artwork of Deborah Kass
- Artwork of Jasper Johns
- Artwork of Henri Matisse

Unit 4:

- Artwork of Keith Haring
- Artwork of Andy Warhol
- Artwork of Christy Brown