Mendham Township Middle School

Grades 5 - 8

Visual Arts Curriculum / Trimester Course

2024 Update / Aligned to NJSLS 2020

Inclusivity Statement

Our art curriculum is designed to foster an inclusive, diverse, and respectful learning environment where every student's voice and perspective is valued. In alignment with the Amistad Law, Holocaust Law, and the LGBT and Disabilities Law, we intentionally incorporate lessons that reflect the contributions and histories of African-Americans, LGBTQ individuals, people with disabilities, and the impact of the Holocaust. Through creative projects such as mosaic flags, commemorative postage stamps, and Navajo weaving, students explore personal, cultural, and historical symbolism, deepening their understanding of the rich diversity of experiences that have shaped our world. These projects not only teach artistic techniques but also promote critical thinking about social responsibility, encouraging students to reflect on the role art can play in combating hatred, racism, and discrimination.

Throughout the curriculum, we emphasize the intersection of art, culture, and social awareness, integrating historical, environmental, and societal themes into each unit. Students will engage in projects like landscape painting inspired by Grant Wood, abstract art that explores modern life, and ceramic food chains that connect art to scientific concepts. By connecting art to the broader narratives of history, culture, and social justice, we ensure that students understand the importance of inclusivity and empathy in their creative expressions. Whether creating art that honors LGBTQ history, reflecting on the significance of the Holocaust, or exploring Native American traditions, our art curriculum encourages students to recognize and celebrate the contributions of diverse communities and empowers them to create art that reflects both their personal identity and their role in shaping a more inclusive society.

5th Grade Art Curriculum

2020 NJ Visual Arts Standards + Science Integration

This 13-week curriculum is designed to integrate the 2020 New Jersey State Standards for Visual Arts and relevant New Jersey Science Standards in three engaging and educational units. The curriculum focuses on artistic creativity, cross-curricular knowledge, and skill development, combining visual arts with science, history, and culture.

The curriculum spans three engaging art units that integrate visual arts with cultural, environmental, and scientific learning. In the first unit, students create mosaic flags, exploring personal and cultural symbolism while mastering mosaic techniques. The second unit focuses on landscape painting inspired by Grant Wood, teaching perspective and environmental themes through vibrant, geometric depictions of rural life. The third unit merges art with science as students sculpt ceramic food chains, illustrating ecosystems and energy flow. Throughout, students reflect on their creative processes, connect art to broader societal and environmental contexts, and showcase their work in a final presentation that emphasizes interdisciplinary understanding and creativity.

Units Overview - may include the following activities:

1. **Creating Mosaic Flags** (Weeks 1-4)
2. **Creating Grant Wood Style Landscape Painting** (Weeks 5-8)
3. **Creating a Ceramic Food Chain** (Weeks 9-13, integrated with New Jersey Science Standards)

Overall Assessment & Reflection:

- **Ongoing Assessment**: Teachers will provide feedback and observe the development of students' skills in using artistic techniques (mosaic, painting, sculpture). Emphasis will be placed on creativity, understanding of the content, and effort.
- **Final Reflection**: At the end of each unit, students will complete a brief reflection on what they have learned about art techniques, the cultural or scientific concepts they explored, and how their work connects to the world around them.
- **End-of-Course Presentation**: In the final week, students will present their ceramic food chain projects and discuss how the visual art process helped them understand ecosystems and the connections between art and science.

This curriculum will provide students with a well-rounded understanding of both artistic techniques and their scientific, cultural, and environmental implications, while fostering creative thinking and problem-solving skills.

Unit 1: Creating Mosaic Flags (Weeks 1-4)

Objective: Students will explore the art of mosaic by creating a flag that incorporates symbols of personal, cultural, or historical significance. Students will learn about the process of mosaic creation and the symbolism behind flags.

Standards Addressed:

- **Visual Arts Standards**:
    - **CRP.1**: Demonstrate creativity
    - **1.5.5.Cr1a:** Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
    - **1.5.5.Cr1b:** Individually and collaboratively set goals, investigate, choose, a demonstrate diverse approaches to art-making that is meaningful to the makers.
    - **1.5.5.Cr2a:** Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
    - **1.5.5.Pr5a:** Prepare and present artwork safely and effectively.
    - **1.5.5.Pr6a:** Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
    - **1.5.5.Re7a:** Speculate about artistic processes. Interpret and compare works of art and other responses.
    - **1.5.5.Re7b:** Analyze visual arts including cultural associations.
    - **1.5.5.Cn11a:** Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- **Science Standards**:
    - **5-PS1-3**: Make observations and measurements to identify materials based on their properties (related to different materials used in mosaic).

Activities:

1. **Introduction to Mosaics & Flags**:
    - Begin with an exploration of flag design, discussing how colors, symbols, and patterns convey meaning and cultural significance.
    - Introduce the concept of mosaics (both historical and modern) and show examples from ancient cultures and contemporary artists.
2. **Planning the Flag Design**:
    - Students will research flags (e.g., national, state, personal, historical) and design their own flag. This may include symbols or designs that represent their identity, family, or community.
    - Discuss the symbolism of colors and patterns in flag design (e.g., blue for peace, red for courage).
3. **Creating the Mosaic**:
    - Using colored paper, tiles, beads, or other materials, students will create a mosaic version of their flag on sturdy paper or wood.
    - Focus on the technique of placing materials in a mosaic pattern and using symmetry.

4. **Reflection & Critique**:
    - Students will reflect on their flag's symbolism and the process of making a mosaic.
    - Present the final flags to the class and discuss the choices behind the design.

Unit 2: Creating Grant Wood Style Landscape Painting (Weeks 5-8)

Objective: Students will create a landscape painting inspired by Grant Wood's rural American scenes. They will learn about perspective, composition, and how artists reflect their environment in their artwork.

Standards Addressed:

- **Visual Arts Standards**:
    - **CRP.2**: Apply critical thinking to create art that solves problems and communicates ideas.
    - **1.5.5.Cr2c:** Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
    - **1.5.5.Cr3a:** Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
    - **1.5.5.Re8a:** Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
    - **1.5.5.Re9a:** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
    - **1.5.5.Cn11a:** Communicate how art is used to inform the values, beliefs and culture of an individual or society.
    - **1.5.5.Cn11b:** Communicate how art is used to inform others about global issues, including climate change.
- **Science Standards**:
    - **5-ESS3-1**: Obtain and combine information about ways individuals and communities can reduce their impact on the environment (tie this concept to how landscapes and nature are portrayed in art).

Activities:

1. **Introduction to Grant Wood**:
    - Show and discuss examples of Grant Wood's paintings, such as *American Gothic* and *Spring in the Country*, highlighting the use of perspective, symmetry, and his depiction of rural life.
    - Discuss how Wood used vibrant colors and geometric patterns to depict scenes of the American Midwest.
2. **Planning the Landscape**:
    - Students will create sketches of their landscapes, focusing on perspective (foreground, middle ground, background) and the depiction of a rural or natural environment (fields, hills, animals, etc.).
    - Discuss the use of lines, shapes, and colors to create depth and distance in the landscape.
3. **Creating the Landscape Painting**:
    - Using tempera paints, students will paint their landscape, focusing on flat planes of color, clean lines, and geometric shapes, inspired by Grant Wood's technique.
    - Encourage students to incorporate an element of rural or natural life that connects to their personal experiences or community.

4. **Reflection & Critique**:
    - After completing their paintings, students will share their work with the class, explaining their choices of colors, composition, and perspective.
    - Students will reflect on how they can use landscape to express personal or environmental themes.

Unit 3: Creating a Ceramic Food Chain (Weeks 9-13)

Objective: Students will explore ecosystems by creating a three-dimensional ceramic food chain. This unit integrates art-making with scientific concepts of ecosystems, food webs, and the interdependence of species.

Standards Addressed:

- **Visual Arts Standards**:
    - **CRP.3**: Demonstrate collaborative skills through group and individual art projects.
    - **c1.5.5.Cr2b:** Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
    - **1.5.5.Cr2c:** Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
    - **1.5.5.Re9a:** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
    - **1.5.5.Cn10a:** Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- **Science Standards**:
    - **5-LS2-1**: Develop a model to describe the flow of energy in an ecosystem.
    - **5-LS2-2**: Construct an argument that some animals form groups that help members survive.
    - **5-ESS3-1**: Obtain and combine information about ways humans can reduce their impact on ecosystems (connect to the concept of environmental responsibility).

Activities:

1. **Introduction to Ecosystems & Food Chains**:
    - Discuss food chains and ecosystems: producers, consumers, and decomposers.
    - Show examples of art that depicts animals, plants, and nature in relation to food chains (e.g., clay models, sculptures).
2. **Planning the Food Chain Sculpture**:
    - Students will select animals and plants to represent in a food chain, creating a small group of sculptures that demonstrate the interconnectedness of species.
    - Discuss the relationships between organisms, including the role of producers, herbivores, carnivores, and decomposers.
3. **Creating the Ceramic Sculptures**:
    - Students will use air-dry or kiln-fired clay to sculpt the organisms in their food chain. This could include animals, plants, or any necessary elements of the ecosystem.
    - Students will learn basic ceramic techniques: pinch pots for plants, coils for animal bodies, and adding texture for realistic effects.
4. **Glazing and Firing**:
    - After the sculptures dry, students will glaze their work, choosing colors that represent the real-life appearance of their organisms.

    - If using kiln-fired clay, pieces will be fired by the teacher. If using air-dry clay, students will complete the glazing themselves.

5. **Reflection & Presentation**:
    - Students will present their food chain sculptures to the class, explaining the flow of energy and the roles of different organisms in the ecosystem.
    - Students will reflect on how their art represents the science behind food chains and ecosystems, considering how their sculptures might inform others about nature.

Overall Assessment & Reflection:

- **Ongoing Assessment**: Teachers will provide feedback and observe the development of students' skills in using artistic techniques (mosaic, painting, sculpture). Emphasis will be placed on creativity, understanding of the content, and effort.
- **Final Reflection**: At the end of each unit, students will complete a brief reflection on what they have learned about art techniques, the cultural or scientific concepts they explored, and how their work connects to the world around them.
- **End-of-Course Presentation**: In the final week, students will present their ceramic food chain projects and discuss how the visual art process helped them understand ecosystems and the connections between art and science.

This curriculum will provide students with a well-rounded understanding of both artistic techniques and their scientific, cultural, and environmental implications, while fostering creative thinking and problem-solving skills.

6th Grade Art Curriculum:

2020 NJ Visual Arts Standards + Social Studies Integration

This 13-week curriculum is designed for 6th-grade students, integrating the 2020 New Jersey State Standards for Visual Arts and relevant New Jersey Social Studies Standards into three dynamic art projects. These units aim to foster creativity, cultural understanding, and historical awareness, connecting the art-making process with social studies content.

The curriculum includes three art units that integrate creative techniques with historical and cultural learning. In the first unit, students design commemorative postage stamps that highlight significant historical events or figures, blending graphic design with social studies research. The second unit introduces printmaking as students create landscapes that explore geography and cultural or environmental themes. The third unit focuses on Navajo weaving, where students learn traditional techniques and design woven pieces inspired by Native American culture and their own personal stories. Throughout, students reflect on their work's historical, cultural, and environmental significance, culminating in presentations that connect their artistic creations to broader societal narratives.

Units Overview - may include the following activities:

1. **Designing a Commemorative Postage Stamp (Weeks 1-4)**
2. **Creating a Printmaking Landscape (Weeks 5-8)**
3. **Completing a Navajo Weaving (Weeks 9-13, integrated with New Jersey Social Studies Standards)**

Overall Assessment & Reflection:

- Ongoing Assessment: Teachers will provide feedback and assess students' ability to integrate historical and cultural research with creative art-making techniques. Emphasis will be placed on creativity, accuracy in design, and understanding of the cultural or historical themes.
- Final Reflection: After each unit, students will complete a reflection on what they learned about both the artistic techniques and the social studies content integrated into the unit. They will reflect on how their art communicates historical or cultural significance.
- End-of-Course Presentation: In the final week, students will present their Navajo weavings and discuss the cultural significance of weaving in Native American societies, as well as their own personal connections to the project.

This curriculum ensures that students gain not only artistic skills but also a deeper understanding of historical events, and cultures.

Unit 1: Designing a Commemorative Postage Stamp (Weeks 1-4)

Objective: Students will design a commemorative postage stamp that reflects an important event, individual, or historical period. This unit ties into New Jersey social studies standards and gives students a chance to engage with both graphic design and historical research.

Standards Addressed:

- **Visual Arts Standards:**
    - **CRP.1:** Demonstrate creativity and innovation in art-making.
    - **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.
    - **1.5.8.Cr1b:** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
    - **1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
    - **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.
    - **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
    - **1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- **Social Studies Standards:**
    - **6.1.8.A.1:** Analyze the importance of historical events and figures and their impact on the present and future.
    - **6.1.8.B.2:** Investigate the significance of symbols in the context of historical events or periods.

Activities:

1. **Introduction to Postage Stamps & Symbolism:**
    - Explore the history of commemorative postage stamps, focusing on their role in honoring historical figures, events, or cultural milestones.
    - Discuss how stamps are small but powerful symbols of national identity, and how they reflect important moments in history.
2. **Researching Historical Events or Figures:**
    - Students will choose a historical event, figure, or cultural moment that they wish to commemorate on their stamp. This could be a famous New Jersey figure, event, or aspect of the state's history.

- Using resources from social studies (books, online articles, historical records), students will research the chosen topic to understand its significance and gather visual inspiration.

3. **Designing the Postage Stamp:**
    - Students will use a variety of materials (colored pencils, markers, digital tools) to create their commemorative postage stamp.
    - The design will include key visual elements, such as symbols, portraits, or scenes that represent the chosen topic.
    - Emphasis will be placed on balance, composition, and how to simplify complex ideas into a small, recognizable image.
4. **Reflection & Presentation:**
    - Students will present their stamp designs to the class and explain the historical significance of their topic and how they chose to represent it visually.
    - Reflect on how the stamp communicates an important message or historical moment through the use of symbols and visual language.

Unit 2: Creating a Printmaking Landscape (Weeks 5-8)

Objective: Students will learn the printmaking process and apply it to create a landscape scene. The unit focuses on texture, pattern, and color, as well as understanding how printmaking can be used to express artistic ideas.

Standards Addressed:

- **Visual Arts Standards:**
    - **CRP.2:** Apply critical thinking to solve problems in art-making.
    - **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.
    - **1.5.8.Cr1b:** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
    - **1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
    - **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.
    - **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.
    - **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a groupsidentity.
- **Social Studies Standards:**
    - **6.2.8.B.3:** Examine the role of physical and human geography in the development of societies.

Activities:

1. **Introduction to Printmaking:**
    - Teach the basics of printmaking, including techniques such as relief printing (linocut or foam printing) and monoprinting.
    - Discuss the importance of texture, pattern, and repetition in printmaking as well as how printmaking can be used to represent landscapes.
2. **Landscape Study:**
    - Students will explore different types of landscapes, including natural (mountains, forests, oceans) and human-made (cities, farms, roads), and choose one as the theme for their print.
    - Discuss how geography impacts the development of societies and the ways landscapes can be represented in art.
3. **Planning the Print:**

- Students will sketch their landscape scene, focusing on the composition and the arrangement of elements to create depth and texture. Emphasize the use of foreground, middle ground, and background in the design.

4. **Carving & Printing:**
    - Students will carve their designs into linoleum blocks or foam plates, paying attention to the negative and positive space.
    - Printmaking will take place using ink and printing presses or hand-rubbing methods.
    - Students will experiment with multiple color prints, layering colors to add depth to their landscapes.
5. **Reflection & Gallery Walk:**
    - After completing their prints, students will participate in a class gallery walk where they will observe each other's work and discuss the use of landscape and geography in each piece.
    - Students will reflect on how the printmaking process allowed them to express ideas about the environment and cultural landscapes.

Unit 3: Completing a Navajo Weaving (Weeks 9-13)

Objective: Students will explore Navajo weaving techniques and create a woven piece that reflects traditional designs while incorporating personal meaning. This unit ties into both art and social studies, allowing students to learn about Native American culture and traditions through hands-on art-making.

Standards Addressed:

- **Visual Arts Standards:**
    - **CRP.3:** Apply creative thinking to solve design problems in the weaving process.
    - **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.
    - **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.
    - **1.5.8.Pr5a:** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
    - **1.5.8.Pr6a:** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
    - **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- **Social Studies Standards:**
    - **6.1.8.A.7:** Analyze the influence of Native American cultures on the development of the United States.
    - **6.1.8.C.3:** Investigate how Native American societies developed systems of governance, economy, and cultural traditions, including art forms such as weaving.

Activities:

1. **Introduction to Navajo Weaving:**
    - Explore the history and cultural significance of Navajo weaving. Discuss how the Navajo people use weaving to convey stories, traditions, and identity.
    - Show examples of traditional Navajo rugs, emphasizing the geometric patterns, symbolism, and connection to nature.
2. **Learning Weaving Techniques:**
    - Introduce students to basic weaving techniques, such as creating a loom, preparing warp threads, and weaving with weft threads. Discuss the importance of symmetry, balance, and pattern.
    - Allow students to practice weaving on small practice looms before beginning their final pieces.

3. **Designing the Weaving:**
    - Students will create a design for their weaving, incorporating geometric patterns, symbols, or colors that have personal significance or reflect themes from Native American culture.
    - Discuss how different colors and patterns can symbolize various natural elements or cultural meanings (e.g., blue for water, red for strength).
4. **Weaving the Final Piece:**
    - Using yarn or fabric, students will begin weaving their final piece, following the design they created. Encourage them to experiment with different materials and colors to represent their chosen theme.
5. **Reflection & Cultural Presentation:**
    - Upon completing the weaving, students will present their work to the class, explaining the design and its connection to Navajo culture, as well as the process of creating the woven piece.
    - Reflect on how weaving serves as a form of storytelling and how it can represent personal or cultural identity.

7th Grade Art Curriculum

2020 NJ Visual Arts Standards + Social Studies Integration

This 13-week curriculum is designed for 7th-grade students, integrating the 2020 New Jersey State Standards for Visual Arts along with relevant New Jersey Social Studies Standards to provide a comprehensive and engaging experience. The three units focus on creative design, abstract drawing, and pop art painting, each with an infusion of social studies content to expand students' understanding of art and its role in society.

The curriculum consists of three units that explore the intersection of art, technology, and society. In the first unit, students design futuristic buildings, considering how architecture is influenced by technological advancements and societal needs. The second unit introduces abstract art through the lens of Jen Stark's work, where students create vibrant, geometric designs that explore perception and the relationship between art and modern life. In the final unit, students create Pop Art cereal box paintings, examining how mass media and consumer culture shape visual identity and influence society. Throughout the units, students reflect on how their artwork connects to social studies concepts, such as technological progress, consumerism, and cultural identity, and present their work in class exhibitions.

Units Overview - may include the following activities:

1. **Designing a Futuristic Building (Weeks 1-4)**
2. **Creating a Jen Stark-style Abstract Drawing (Weeks 5-8)**
3. **Pop Art Cereal Box Painting (Weeks 9-13)**

Overall Assessment & Reflection:

- **Ongoing Assessment**: Students will be assessed on their creativity, technical skill, understanding of the connections between art and society, and their ability to incorporate social studies themes into their artwork.
- **Final Reflection**: After each unit, students will complete a reflection on what they learned about both the artistic techniques and the social studies concepts integrated into the unit. They will reflect on how art can communicate ideas about culture, society, and technology.
- **End-of-Course Presentation**: In the final week, students will present their Pop Art cereal box paintings, discussing how they interpreted consumer culture and mass media in their work.

Unit 1: Designing a Futuristic Building (Weeks 1-4)

Objective: Students will design a futuristic building that reflects their ideas about technology, architecture, and how buildings could look and function in the future. This unit incorporates both art and social studies, particularly focusing on how architecture is influenced by society, culture, and history.

Standards Addressed:

- **Visual Arts Standards:**
  - **CRP.1:** Demonstrate creativity and innovation in the design process.
  - **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.
  - **1.5.8.Cr3a:** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
  - **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.
  - **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- **Social Studies Standards:**
  - **6.2.8.B.2:** Analyze the role of technology in shaping the modern world.
  - **6.1.8.D.1:** Examine the role of architecture in expressing cultural identity and historical movements.
  - **6.3.8.B.4:** Investigate the impact of technological advances on urban development and city planning.

Activities:

1. **Introduction to Architecture & Futurism:**
   - Discuss the history of architecture, from ancient to modern designs, and how architecture reflects technological advancements, cultural values, and environmental needs.
   - Introduce futuristic architecture, discussing concepts like sustainable design, smart buildings, and the use of cutting-edge materials and technology.
2. **Researching Futuristic Concepts:**
   - Students will research various futuristic architectural designs, looking at eco-friendly buildings, space-age technology, and smart city designs.
   - Explore the social studies aspect by studying how architectural trends are influenced by cultural and environmental factors. Investigate how society's needs (e.g., climate change, urbanization) have shaped architectural practices.
3. **Sketching & Designing:**
   - Students will sketch their futuristic buildings, paying attention to structural design, form, and function.

- Consider sustainability in the design (e.g., energy efficiency, use of natural materials, or green rooftops) and how technology can make these buildings smarter or more interactive.

4. **Building a Model:**
    - Using materials like cardboard, foam, or digital design tools, students will create a model or 3D representation of their building.
    - Emphasis will be on presenting the building as a structure that addresses future societal needs, such as housing, environment, and community spaces**.**
5. **Reflection & Presentation:**
    - Students will present their designs, explaining how their building reflects technological and societal progress, and the cultural or environmental considerations that influenced their design.
    - Reflect on how architecture can shape the future of cities and communities, incorporating knowledge of social studies and current technological trends.

Unit 2: Creating a Jen Stark-style Abstract Drawing (Weeks 5-8)

Objective: Students will create abstract drawings inspired by the art of Jen Stark, focusing on optical illusions, vibrant colors, and geometric patterns. This unit introduces students to abstract art and encourages them to explore the relationship between art and perception.

Standards Addressed:

- **Visual Arts Standards:**
    - **CRP.2:** Apply creative thinking and innovation to problem-solving in abstract art.
    - **1.5.8.Cr3a:** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
    - **1.5.8.Cr2a:** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
    - **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.
    - **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.
    - **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a groups identity.
- **Social Studies Standards:**
    - **6.1.8.B.3:** Examine how visual art and design reflect social and political themes.
    - **6.2.8.C.1:** Analyze how abstract art reflects the technological advancements and societal changes of the 20th and 21st centuries.

Activities:

1. **Introduction to Abstract Art & Jen Stark:**
    - Introduce Jen Stark and her unique style, characterized by vibrant, geometric shapes and hypnotic patterns. Discuss how she uses optical illusions to engage viewers and how her work is inspired by nature and technology.
    - Explore abstract art history, focusing on how abstraction challenges traditional forms and how it relates to societal and technological change.
2. **Analyzing Patterns & Optical Illusions:**
    - Show examples of optical illusions and patterns found in Stark's work. Discuss how color and form create a sense of movement and depth.
    - Discuss the relationship between perception and abstract art, emphasizing how the viewer interprets the work differently based on color, structure, and design.
3. **Creating the Drawing:**
    - Students will plan and sketch their abstract drawings using geometric shapes, spirals, and layers to create optical illusions.

- Students will use vibrant colors (colored pencils, markers, or paint) to enhance the visual impact and create a sense of rhythm and movement in their designs.

4. **Exploring Social Connections:**
    - Discuss how abstract art connects to broader societal themes, such as technological advancements, individual expression, or social movements.
    - Encourage students to think about how their abstract designs reflect their own interpretations of modern life, technology, or society.
5. **Reflection & Class Gallery:**
    - After completing their drawings, students will participate in a gallery walk where they will discuss their design choices and how their work represents their understanding of abstract art and its connection to modern society.
    - Students will reflect on how their designs convey meaning and emotion through abstract forms.

Unit 3: Pop Art Cereal Box Painting (Weeks 9-13)

Objective: Students will create a pop art-inspired painting of a cereal box, drawing from the visual culture of consumerism and mass production. This unit focuses on how art can reflect everyday life, advertising, and commercialism, integrating social studies concepts related to consumer culture.

Standards Addressed:

- **Visual Arts Standards:**
    - **CRP.3:** Apply critical thinking and creativity to problem-solve through pop art.
    - **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.
    - **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.
    - **1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
    - **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.
    - **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- **Social Studies Standards:**
    - **6.1.8.C.2:** Examine how consumerism has shaped the economy and society in the 20th and 21st centuries.
    - **6.3.8.C.4:** Investigate the role of media and advertising in shaping popular culture and influencing consumer behavior.

Activities:

1. **Introduction to Pop Art:**
    - Discuss the origins of Pop Art, focusing on artists like Andy Warhol and Roy Lichtenstein, who used mass media and commercial imagery in their art to critique consumer culture.
    - Analyze how Pop Art reflects the rise of consumerism in the post-World War II era, particularly through advertising and mass-produced products like cereal boxes.
2. **Exploring Cereal Box Design:**
    - Students will select a cereal box (or design a fictional one) and analyze its visual elements, including color, typography, and imagery.
    - Discuss how cereal boxes and packaging use design techniques to catch the consumer's eye and influence purchasing decisions.
3. **Painting the Cereal Box:**

- Students will recreate the cereal box in a Pop Art style, focusing on bold, graphic shapes, bright colors, and simplified forms.
- Students will use painting techniques (acrylics, markers, or digital tools) to mimic the graphic design of a cereal box while adding their own creative twist.

4. **Understanding Consumer Culture:**
    - Discuss how Pop Art critiques the commodification of everyday life and the overwhelming presence of advertising in modern society.
    - Encourage students to think about how consumer culture influences their own lives and how art can comment on societal values.
5. **Reflection & Pop Art Showcase:**
    - Students will display their cereal box paintings in a class exhibition and reflect on how their work engages with the concept of consumerism.
    - Discuss the broader social implications of advertising and consumer culture, and how artists use commercial imagery to challenge or celebrate popular culture.

8th Grade Art Curriculum

2020 NJ Visual Arts Standards + Science Integration

This 13-week curriculum is designed for 8th-grade students, integrating the **2020 New Jersey State Standards for Visual Arts** along with relevant **New Jersey Science Standards** to foster creativity, critical thinking, and interdisciplinary learning. The three units provide students with opportunities to explore 3D sculpture, surrealism, and ceramics, while connecting each project to scientific concepts in materials science, human anatomy, and the study of shapes and structures.

This curriculum focuses on integrating art and science through hands-on projects that encourage creativity and exploration. Students begin by designing and constructing 3D paper mâché figures inspired by Keith Haring, exploring the properties of materials and structural integrity. The second unit delves into surrealism, where students create dreamlike drawings in the style of René Magritte, connecting to the science of perception and optical illusions. The final unit introduces ceramics, where students craft coil pots, learning about materials science, clay properties, and the chemical processes of firing and glazing. Throughout, students reflect on how art and science intersect, applying skills to both artistic creation and scientific understanding, with a final presentation showcasing their work.

Units Overview - may include the following activities:

1. **Design and Build a Keith Haring-style 3-D Paper Mâché Figure (Weeks 1-4)**
2. **Create a Surreal Drawing in the Style of René Magritte (Weeks 5-8)**
3. **Create a Ceramic Coil Pot (Weeks 9-13)**

Overall Assessment & Reflection:

- Ongoing Assessment: Students will be assessed on their creativity, technical skill, and understanding of the connection between art and science throughout the units.
- End-of-Course Reflection: At the end of the course, students will reflect on how art and science intersect in their projects and how the skills learned can apply to other areas of study and real-world contexts.
- Final Presentation: In the final week, students will present their coil pots and other projects, reflecting on their process and the integration of science and art principles in their work.

Unit 1: Design and Build a Keith Haring-style 3-D Paper Mâché Figure (Weeks 1-4)

Objective: Students will design and construct a 3D figure in the style of artist Keith Haring, using paper mâché and exploring concepts of human form, movement, and symbolism. The unit connects to science through an exploration of materials science and structure.

Standards Addressed:

- **Visual Arts Standards**:
    - **CRP.1**: Demonstrate creativity and innovation in designing 3D artwork.
    - **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.
    - **1.5.8.Cr3a:** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
    - **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.
    - **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- **Science Standards**:
    - **5-PS1-3**: Analyze the properties of materials and how they can be manipulated to create new forms.
    - **MS-ETS1-3**: Design and build a model to test a solution to a problem (structural integrity of the paper mâché figure).

Activities:

1. **Introduction to Keith Haring & Movement**:
    - Discuss Keith Haring's art, focusing on his use of bold lines, bright colors, and abstract human forms. Students will study how Haring's figures communicate movement and emotion.
    - Explore the significance of symbolism in Haring's work, such as his use of radiating lines to signify energy or action.
2. **Science Connection: Properties of Materials**:
    - Introduce paper mâché as a material and discuss its properties: lightness, strength, flexibility. Investigate how paper and paste can be manipulated to create a solid structure.
    - Perform a simple science experiment where students test how different mixtures of paper mâché paste affect the strength and flexibility of the material.
3. **Designing the 3-D Figure**:
    - Students will sketch their ideas for a dynamic figure in the style of Keith Haring, incorporating the characteristic shapes and movements seen in his work.
    - Discuss how human anatomy influences the design of figures, even in abstract forms. Focus on the elements of balance and proportion as they relate to movement.

4. **Building the Paper Mâché Figure**:
    - Students will use wire frames or cardboard armatures to form the basic shape of their figure. They will then apply layers of paper mâché to build up the structure.
    - Emphasize the importance of creating a sturdy, balanced figure while maintaining the sense of movement and expression typical of Haring's work.
5. **Painting and Detailing**:
    - After the figure dries, students will paint their sculpture using bright, bold colors typical of Haring's palette.
    - Use black markers or paint to add outlines and radiating lines, completing the piece in the style of Keith Haring's energetic figures.
6. **Reflection & Presentation**:
    - Students will present their figures, explaining the movement and symbolism behind their design. They will also reflect on the scientific process of building and testing the paper mâché structure for strength and stability.

Unit 2: Create a Surreal Drawing in the Style of René Magritte (Weeks 5-8)

Objective: Students will create a surreal drawing inspired by René Magritte, focusing on creating dreamlike, paradoxical images. The unit ties to science through the exploration of optical illusions and perception.

Standards Addressed:

- **Visual Arts Standards**:
    - **CRP.2**: Apply critical thinking to solve problems in artistic creation.
    - **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.
    - **1.5.8.Cr1b:** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
    - **1.5.8.Cr2a:** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
    - **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
    - **1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- **Science Standards**:
    - **MS-PS1-4**: Use models to demonstrate how light can be manipulated to create illusions and change perceptions.
    - **MS-ETS1-4**: Apply scientific principles to solve problems in visual design (e.g., how scale and proportions can distort perception).

Activities:

1. **Introduction to Surrealism & René Magritte**:
    - Introduce René Magritte's surrealist paintings, focusing on his use of everyday objects in strange, dreamlike contexts.
    - Discuss how Magritte created visual paradoxes that challenged viewers' perceptions of reality, such as "The Son of Man" (man with an apple covering his face) or "The False Mirror" (eye reflecting a cloudy sky).
2. **Science Connection: Optical Illusions & Perception**:
    - Explore optical illusions and how the brain perceives visual information. Discuss how light, perspective, and scale can alter the way we view objects.
    - Conduct experiments with light and shadow to show how different perspectives can change the perception of an object (e.g., a drawing that appears 3D due to shading).
3. **Sketching the Surreal Drawing**:
    - Students will plan their surrealist artwork, using their own imagination to create a scene where reality is bent or distorted.

    - Encourage them to combine unrelated objects or scenes (e.g., a fish swimming in the sky) and use the principles of perspective and shading to make the scene appear plausible yet fantastical.
4. **Creating the Surreal Drawing**:
    - Students will use pencils, colored pencils, or charcoal to create their surreal artwork. Focus on creating realistic textures for unrealistic subjects, playing with light and shadow to enhance the dreamlike effect.
    - Students should explore different perspectives and proportions to make their surreal ideas visually compelling and believable.
5. **Reflection & Discussion**:
    - After completing their drawings, students will discuss how they used visual techniques to challenge perception and create a sense of unease or wonder.
    - Reflect on how surrealism connects to the human desire to explore the subconscious mind and question reality.

Unit 3: Create a Ceramic Coil Pot (Weeks 9-13)

Objective: Students will create a functional or decorative ceramic coil pot, learning about handbuilding techniques in ceramics and exploring the science of clay and glazing. This unit connects to science through the study of materials science and the chemical processes in ceramics.

Standards Addressed:

- **Visual Arts Standards**:
    - **CRP.3**: Apply critical thinking to solve design problems in ceramic work.
    - **1.5.8.Cr1b:** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
    - **1.5.8.Cr2a:** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
    - **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.
    - **1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
    - **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.
    - **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- **Science Standards**:
    - **MS-PS1-6**: Investigate how materials change state when exposed to heat (e.g., firing ceramic clay).
    - **MS-ETS1-3**: Design and test a ceramic piece that requires problem-solving to ensure stability and durability.

Activities:

1. **Introduction to Ceramics**:
    - Discuss the history and cultural significance of ceramics. Explore how different cultures have used pottery for functional and artistic purposes.
    - Introduce handbuilding techniques, focusing on coil construction, and explain how to create smooth, stable coils to build up walls of a pot.
2. **Science Connection: The Chemistry of Clay**:
    - Discuss the properties of clay and how it changes during the firing process. Explore the difference between bisque firing and glaze firing and the chemical transformations that occur when clay is heated.
    - Students will investigate how different types of clay react to heat and how the temperature affects the texture and color of the finished piece.

3. **Creating the Coil Pot**:
    - Students will use coils of clay to build the walls of their pot, paying attention to structure and form. Emphasize techniques for smoothing and joining coils to create a unified piece.
    - Encourage students to think about the function of their pot (decorative or functional) and incorporate design elements that reflect personal or cultural significance.
4. **Glazing & Firing**:
    - After the pot has dried and been bisque fired, students will apply glaze, exploring color and texture choices.
    - Discuss the effects of glazing on the final appearance and how different glazes can create unique visual effects.
5. **Reflection & Presentation**:
    - Students will present their ceramic coil pots, discussing the process they followed, the challenges they encountered, and how they used science principles in their work (e.g., clay properties and firing).
    - Reflect on how ceramics connect to both art and science, as well as the cultural significance of pottery in different societies.

General Art Course Modifications and Strategies

The following general strategies can be implemented to modify the activities in this 13-week art curriculum to accommodate diverse learners, including students with special needs, English Language Learners (ELLs), and students who need additional support. These modifications are designed to ensure that all students have access to the curriculum and can participate in a meaningful way.

1. Differentiation of Materials & Tools

- **For students with fine motor challenges**:
    - Provide adaptive tools such as larger brushes, easy-grip scissors, or clay tools with soft handles.
    - Use pre-cut mosaic pieces or simplified shapes for the mosaic flags activity.
    - Offer materials like sponges, stamps, or stencils for creating textures in ceramic sculptures or landscape paintings.
- **For students who benefit from tactile learning**:
    - Provide textured surfaces and materials (e.g., fabric, foam, felt, or textured paper) to encourage sensory exploration, particularly in mosaic work or landscape painting.
    - Use clay with a softer consistency to facilitate easier molding in the ceramic food chain activity.

2. Modified Instruction

- **For English Language Learners (ELLs)**:
    - **Visual Support**: Use pictures, diagrams, and visual step-by-step instructions to reinforce understanding. Show examples of flag mosaics, landscape paintings, and food chain sculptures before beginning the project.
    - **Vocabulary Support**: Provide a list of key vocabulary words (e.g., perspective, mosaic, food chain) along with their definitions and visuals. Encourage peer support and small group discussions to foster language development.
    - **Scaffolded Instruction**: Break instructions into smaller, manageable steps. Use clear and simple language and check in regularly for understanding.
- **For students with learning disabilities**:
    - **Chunking Information**: Break down each project into smaller tasks, such as focusing on one section of the flag mosaic, one quadrant of the landscape painting, or one animal in the food chain sculpture at a time.
    - **Peer Support**: Pair students with a buddy who can provide verbal or hands-on assistance during the activity.

3. Flexible Grouping and Collaboration

- **For students who benefit from social interaction**:
    - Create opportunities for **collaborative projects** (e.g., group mosaics for a larger flag or group discussions about the landscape painting style of Grant Wood). This can be particularly beneficial for ELLs or students who thrive in cooperative settings.
    - Encourage cooperative learning where students share ideas and feedback on each other's projects. For example, in the food chain unit, students can work in pairs to decide on animals and the flow of energy in the ecosystem.
- **For students who need more individualized attention**:
    - Offer **one-on-one support** for students who need additional assistance with specific steps of the art-making process. Use visual aids or hand-over-hand assistance when necessary.
    - Use **peer mentors** for more advanced students to guide and support others during the creation of their projects.

4. Time Adjustments

- **For students with attention difficulties or slower processing speed**:
    - Provide extended time for completing projects. Allow additional breaks during longer tasks, such as sculpting with clay or painting.
    - Break tasks into shorter intervals, using a timer to help students stay focused and monitor their own progress.
- **For students who need enrichment**:
    - Encourage **independent exploration** during the art-making process. For example, allow advanced students to experiment with more complex mosaic techniques or additional details in their landscape paintings.
    - Offer additional research opportunities, such as exploring the work of other artists like Georgia O'Keeffe or Georgia Artist Jackson Pollock, for students who want to dive deeper into landscape or abstract art.

5. Alternative Assessments

- **For students with difficulty with verbal expression**:
    - Offer **visual assessments** in place of written reflections, such as asking students to create a visual storyboard or a mind map of their learning process.
    - Use **self-assessment tools** like checklists or rubrics with simple language and clear visual cues, allowing students to assess their own work based on specific criteria (e.g., use of materials, creativity, and effort).
- **For students with anxiety or stress about public speaking**:
    - Allow students to record a video of their presentation instead of speaking in front of the class, or present to a small group or individual teacher.
    - Provide **written alternatives** for final reflections instead of verbal presentations.

6. Modifying Expectations

- **For students who need to work at a slower pace**:
    - Adjust the complexity of the assignments. For example, allow students to create simpler flag mosaics or focus on one element (such as the sky or ground) in their landscape painting.
    - For the food chain sculpture, allow students to create only a few animals or plants rather than a full chain, focusing on understanding one relationship in an ecosystem.
- **For students who excel in art**:
    - Provide **opportunities for advanced creativity**, such as creating a more intricate food chain with additional animals or plants, or designing a more detailed and larger landscape painting in the Grant Wood style.
    - Encourage students to add more meaning to their projects, such as connecting their flag mosaics to social justice issues, or adding more layers to the food chain sculpture that represent more complex ecological ideas.