Wall Township Public Schools	Board Approval Date: 8/18/2026
Course Title: Art Explorations (7th Grade Art with a focus on 2D)	
Course Description: An art survey course that allows for exploration of two-dimensional materials and techniques across a variety of artistic media that builds upon the work from 6th Grade Art, garners experience, and helps to inform choices beyond this course.	

New Jersey Student Learning Standards

New Jersey Student Learning Standards for Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Inclusion of Climate Change Opportunities

() notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods****
Unit 1: Exploring Color Theory	5 classes (2 weeks)
Unit 2: Exploring Shape, Pattern, and Design	10–12 classes (4 weeks)
Unit 3: Developing Drawing Skills and Color Application	13–14 classes (5 weeks)
Unit 4: Mixing and Applying Media	13–14 classes (5 weeks)

**Instructional periods are scheduled for 60 minutes and meet 5 times every 10 days.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods****
Unit 1: Exploring Color Theory In this unit, students will learn the ins and outs of color theory as they work with different mediums to experiment and apply it. **Students will** • Develop a respect for the care of tools, equipment, and supplies, through known safety and cleaning practices. • Explore the use of mediums and make informed decisions about their use. • Demonstrate a reasonable amount of time in the completion of an artwork. • Evaluate the craftsmanship of an artwork. • Practice techniques to gain a better understanding prior to application. **Students will know** • Elements and Principles of Art and Design • Color Theory and color schemes • Medium application and care • Tool use and care • Time management skills	5 classes (2 weeks)
Unit 2: Exploring Shape, Pattern, and Design In this unit, students will work to explore shape, pattern, design and compositional layout to craft artworks that have a design focus foundation. Students will also further their drawing and compositional skills and work to explore building an artwork utilizing a variety mediums, materials, and overarching elements and principles. **Students will**	10-12 classes (4 weeks)

• Develop a respect for the care of tools, equipment, supplies, through known safety and cleaning practices. • Understand drawing and composition techniques. • Evaluate the craftsmanship of an artwork. • Utilize font and text as artistic inroads, inspiration, and subject. • Explore the mixing of mediums within a work of art. • Utilize composition and compositional elements effectively. • Demonstrate the reasonable amount of time in completion of an artwork. • Justify choices of reference and layout. • Self assessment throughout the artistic process. • Practice techniques to gain a better understanding prior to application. **Students will know** • Composition and compositional layout • Thumbnail sketches and sketch development • Image research and use • Artistic License and Reference Alteration • Mixing mediums • Medium application and care • Tool use and care	
Unit 3: Developing Drawing Skills and Color Application **Students will** • Develop a respect for the care of tools, equipment, supplies, through known safety and cleaning practices. • Understand drawing and composition techniques. • Evaluate the craftsmanship of an artwork. • Utilize composition and compositional elements effectively. • Demonstrate the reasonable amount of time in completion of an artwork. • Justify choices of reference and layout. • Self assessment throughout the artistic process.	13-14 classes (5 weeks)

• Practice techniques to gain a better understanding prior to application. **Students will know** • Composition and compositional layout • Thumbnail sketches and sketch development • Image research and use • Artistic License and Reference Alteration • Medium application and care • Tool use and care	
Unit 4: M**ixing and Applying Media** In this unit, students will utilize their knowledge of artistic mediums, elements and principles of art, drawing, and compositional skills to create a mixed media artwork. **Students will** • Develop a respect for the care of tools, equipment, supplies, through known safety and cleaning practices. • Utilize drawing and composition techniques. • Evaluate the craftsmanship of an artwork. • Explore the mixing of mediums within a work of art. • Utilize composition and compositional elements effectively. • Demonstrate a reasonable amount of time in completion of an artwork. • Justify choices of reference and material. • Explore mark-making techniques in order to build value. • Demonstrate an understanding of mixing colors through gained knowledge of color theory. **Students will know** • Compositional layout • Thumbnail sketches and sketch development • Artistic License and Reference Alteration • Mixing mediums • Paint Mixing	13-14 classes (5 weeks)

Unit 1

Desired Results

Unit 1 Title: Exploring Color

Unit Summary: In this unit, students will learn the ins and outs of color theory as they work with different mediums to experiment and apply it.

Learning Standards

NJSLS Visual and Performing Arts:

NJSLS Standards:

- 1.5.8.Cr2a Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cn11a Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self- initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

New Standards:

- 1.5.8.Cr2a Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b Demonstrate proper handling techniques to maintain the condition and extend the lifespan of art materials and equipment
- 1.5.8.Re8a Interpret artwork by analyzing the elements and context to understand the messages and ideas of the work.
- 1.5.8.Re9a Evaluate and explain the effectiveness of an artwork using established criteria.

Visual Art Practices:

Developing a respect for tools and materials:

In developing an understanding for the classroom environment and rules and through better understanding technique and process, students learn to better respect and care for the tools and materials allowing them to better work collaboratively, take risks, and assess their process of working. Care for tools and materials transfers to care for student work and craftsmanship.

Developing craftsmanship:

In developing an understanding for material and tools and working over time, students will be able to better develop craftsmanship in their work and working habits. Through working to critique their work, the work of others, and that of master artists, students will better understand what well crafted objects look like. Self reflective exercises and student-teacher conferences will help this skill to develop throughout the course.

Exploring Color Theory

As a bedrock to any art class, students will learn how to utilize color theory and how to apply it through a variety of mediums throughout the class. From mixing color on the page with pastel and colored pencil to mixing paint, students will first understand the theory and how to apply it before they can utilize more advanced mediums and processes. This will be a constant reflection during their time in the class.

Understanding and critiquing artists work:

Using art history as an inroad into lessons, students will work to better understand and critique the work of other artists which will act not only as a way to give inspiration and help students to better understand the projects at hand and open the doorway to inspiration.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (*CS & DT*):

- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

Learning Targets

Unit Essential Questions:

- What conditions, attitudes and behaviors support creativity and innovative thinking?
- Why should you use materials responsibly?
- What are the safe and responsible uses of materials?

Unit Enduring Understandings:

- Art media, techniques, and processes work together to create works of art.
- Art media, techniques and processes should be used in a safe and responsible manner.
- Artists use elements of art and principles of design to organize visual communication.

Vocabulary:

Color, Value, Primary Color, Secondary Color, Tertiary Color, Tint, Shade, Monochromatic Color Scheme, Analogous Color Scheme, Warm Colors, Cool Colors, Gradient, Continuous Tone, Broken Tone, Blend, Fade

Students will be able to:

- Develop a respect for the care of tools, equipment, supplies, through known safety and cleaning practices.

- Explore the use of mediums and make informed decisions about their use.
- Demonstrate the reasonable amount of time in completion of an artwork.
- Evaluate the craftsmanship of an artwork.
- Practice techniques to gain a better understanding prior to application.

Students will know:

- Elements and Principles of Art and Design
- Color Theory and color schemes
- Medium application and care
- Tool use and care
- Time management skills

Learning Activities & Differentiation: *Suggested or Potential Learning Activities*

Learning Activities

- Colored Pencil Skills
- Color Theory Knowledge

Differentiation

- Students who may have difficulty writing will be provided with an alternate packet or alternate way to take notes.
- Adaptive tools can be utilized to help with coloring including pencil grips and hand over hand techniques
- Review sheets may be provided as a study guide

Climate Change

- How has climate change impacted the colors of specific things in nature? How can color help to fight climate change?

Assessment Evidence

Formative Assessments:

- Vocabulary and Technique pre assessments

- Teacher Observation
- Critique (peer to peer, master artist, self)

Summative Assessments:

- Color Theory Project Book: This project book illuminates student knowledge and understanding of color theory and how it works. Furthermore, it underscores, reinforces, and reteaches colored pencil skills learned in 6th Grade Art.

Common Benchmark Assessments:

- Color Theory and Colored Pencil Skills pre-test
- Color Theory Quiz

Alternative Assessments:

- Creative Color Wheel: Students utilize a topic and create a color wheel by drawing items that represent the topic and are reflective of the colors on the color wheel. Students will work to utilize colored pencil skills, technique and vocabulary for this.
- Cartoon Character Color Schemes: Students work to draw a cartoon character and trace that image three times. Then using their color theory knowledge they work to color that cartoon character with three different color schemes and multiple different colored pencil techniques.

Core Instructional & Supplemental Materials

Manipulatives and Packets: Templates, Rubrics, Project Books

Digital: Presentation, Youtube Videos, websites, Google Form

Physical Materials: Colored Pencils, Markers, Rulers

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

Unit 2

Desired Results

Unit 2 Title: Exploring Shape, Pattern, and Design

Unit Summary: In this unit, students will work to explore shape, pattern, design and compositional layout to craft artworks that have a design focus foundation. Students will also further their drawing and compositional skills and work to explore building an artwork utilizing a variety mediums, materials, and overarching elements and principles.

Learning Standards

NJSLS Visual and Performing Arts:
NJSLS Standards:

- 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.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.Cr2a Demonstrate persistence and willingness to experiment and take risks during the artistic 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.
- 1.5.5.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.
- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self- initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

New Standards:

- 1.5.8.Cr1a Generate multiple ideas early in the creative process that take creative risks and develop the use of tools, materials, and concepts.
- 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.Cr2b Demonstrate proper handling techniques to maintain the condition and extend the lifespan of art materials and equipment.
- 1.5.8.Re9a Evaluate and explain the effectiveness of an artwork using established criteria.
- 1.5.8.Cn10a Generate ideas for artwork that incorporate information, knowledge, and personal experience about one's community.
- 1.5.8.Cn11a Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.

Visual Art Practices:

<u>Experimenting with materials:</u>

Experimenting with materials and tools is an important step in the process of making art. Through working and practicing with media, more skill can be built and therefore more confidence when it comes to working with materials, some new and some tried and true.

<u>Mixing media to create artwork:</u>

The creation of mixed media or multimedia artworks allows for a greater range of expression and visual complexity. A mixed media artwork will allow students to incorporate texture and balance into their work and give them an opportunity to more succinctly plan and justify their motives.

Understanding Composition:

Composition and compositional tools help to make a work of art more dynamic for the viewer. Balance, emphasis, pattern, and movement are all helpful principles of design that can help make the composition of artworks more interesting. A better understanding of these principles can help to develop successful, eye-catching artworks.

Utilizing visual resources and artistic license:

Utilizing reference and visual resources is a part of being an artist, however not directly copying from imagery that isn't yours or "free use" is problematic. Finding reference is important as an artist but working to change or alter it in a way that is yours, utilizing your artistic license, is an important ethical skill to develop.

Developing critique methodologies:

Students will begin to utilize critique methodologies for the work of master artists which will help them to better understand critique as it relates to their work and the work of their peers. Self reflection exercises, teacher conference check ins, and peer to peer and class discussion will develop this skill.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.10: Examine the consequences of the uses of media
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

Learning Targets

Unit Essential Questions:

- What factors prevent or encourage people to take creative risks?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- Why do artists follow or break from established traditions?
- How do artists and designers learn from trial and error?
- What role does persistence play in revising, refining and developing work?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time

Vocabulary:
Graffiti, Public Art, Pictogram, Patter, Font, Balance, Harmony, Cross-Hatching, Hatching, Stipple, Contour, Composition

Students will be able to:

- Develop a respect for the care of tools, equipment, supplies, through known safety and cleaning practices.
- Understand drawing and composition techniques.
- Evaluate the craftsmanship of an artwork.
- Utilize font and text as artistic inroads, inspiration, and subject.
- Explore the mixing of mediums within a work of art.
- Utilize composition and compositional elements effectively.
- Demonstrate the reasonable amount of time in completion of an artwork.
- Justify choices of reference and layout.
- Self assessment throughout the artistic process.
- Practice techniques to gain a better understanding prior to application.

Students will know:

- Composition and compositional layout
- Thumbnail sketches and sketch development
- Image research and use
- Artistic License and reference alteration
- Mixing mediums
- Medium application and care
- Tool use and care

Learning Activities & Differentiation: *Suggested or Potential Learning Activities*

Learning Activities

- Pattern making
- Marker practice
- Pen and ink techniques
- Compositional understanding

Differentiation

- Students who may have difficulty writing will be provided with an alternate packet or alternate way to take notes.
- Adaptive tools can be utilized to help with marker work including pencil grips and hand over hand techniques
- Example packets will be provided to help students to come up with ideas for pattern, shape, and layout
- Multiple example artworks (student and teacher) can be used for modeling

Climate Change

- How do artists use public and site specific artwork to examine issues of climate change?

Assessment Evidence

Formative Assessments:

- Marker/ pen and ink pre assessment

- Teacher Observation
- Critique (peer to peer, master artist, self)

Summative Assessments:

- Marker Graffiti Piece: Students will learn about graffiti as an artform and how words and text have been integral to design from the time of the middle ages with the printing press to graphic design work. Students will learn about design layout and compositional skills to create a unique artwork based on font, pattern, and the elements and principles of design.

Common Benchmark Assessments:

- Marker technique project book practice
- Marker/Pen and ink skills quiz

Alternative Assessments:

- Abstract Name Design: Utilizing the work of several text focussed visual artists as reference, students will explore repetition, scaling, and rotation within a work that is built on the foundation of their name and basic color theory. Because of the nature of this project, multiples can and should be created in the process.
- Name Kaleidoscope: The name kaleidoscope project helps students to explore their name as a way to create art. Utilizing radial symmetry, color theory, and font, students craft an artwork that will help them to develop a variety of skills and explore how words and letters can become awesome works of visual art.
- Keith Haring Collaborative Mural: This group assignment would act as an extension or a concurrently running project with the rest of the unit. Utilizing Keith Haring's pictogram figures as a jumping off point and working around a specific theme, students will craft a class or multi class mural.
- **Other projects related to units of study as needed. Projects within the curriculum may be altered, adjusted or changed based on levels of success, interest, or in an effort to explore something more cutting edge or new within the unit that may not have been developed at the time of curriculum writing.*

Core Instructional & Supplemental Materials

Manipulatives and Packets: Templates, Rubrics, Project Books

Digital: Presentation, Youtube Videos, websites, Google Form

Physical Materials: Pen and Ink, Markers, Rulers, Cardstock paper, Glue sticks, 3D-0 Dots

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

-Cooperative learning groups
-tutorial videos with step-by-step processes

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

Students with 504 Plans

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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

Unit 3

Desired Results

Unit 3 Title: Developing Drawing Skills and Color Application

Unit Summary: In this unit, students will work to develop their drawing skills through a variety of practices which will strengthen and extend their knowledge as they also work to explore color and apply it with a variety of new and different mediums.

Learning Standards

NJSLS 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.
- 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.Cr2a Demonstrate persistence and willingness to experiment and take risks during the artistic 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.
- 1.5.5.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.
- 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self- initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

New Standards:

- 1.5.8.Cr1a Generate multiple ideas early in the creative process that take creative risks and develop the use of tools, materials, and concepts.
- 1.5.8.Cr2b Demonstrate proper handling techniques to maintain the condition and extend the lifespan of art materials and
- equipment.
- 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.Cr1b Collaborate to identify a real-world issue and create an original work of art or design to investigate the topic.
- 1.5.8.Pr6a Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
- 1.5.8.Re7a Analyze how artists' cultural background and environment influence their aesthetic choices and how those choices shape the meaning of their work.
- 1.5.8.Re9a Evaluate and explain the effectiveness of an artwork using established criteria.
- 1.5.8.Cn11b Analyze and contrast how art forms are used to reflect global issues, including climate change.

Visual Art Practices:

<u>Experimenting with materials:</u>

Experimenting with materials and tools is an important step in the process of making art. Through working and practicing with media, more skill can be built and therefore more confidence when it comes to working with materials, some new and some tried and true.

<u>Understanding Composition:</u>

Composition and compositional tools help to make a work of art more dynamic for the viewer. Balance, emphasis, pattern, and movement are all helpful principles of design that can help make the composition of artworks more interesting. A better understanding of these principles can help to develop successful, eye-catching artworks.

Utilizing visual resources and artistic license:

Utilizing reference and visual resources is a part of being an artist, however not directly copying from imagery that isn't yours or "free use" is problematic. Finding reference is important as an artist but working to change or alter it in a way that is yours, utilizing your artistic license, is an important ethical skill to develop.

Developing critique methodologies:

Students will begin to utilize critique methodologies for the work of master artists which will help them to better understand critique as it relates to their work and the work of their peers. Self reflection exercises, teacher conference check ins, and peer to peer and class discussion will develop this skill.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.10: Examine the consequences of the uses of media
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**

• How do artists determine what resources and criteria are needed to formulate artistic investigations? • Why do artists follow or break from established traditions? • How do artists and designers learn from trial and error? • What role does persistence play in revising, refining and developing work?	• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time
Vocabulary: Critique, Composition, Representational, Abstract, Monochromatic, Analogous, Pressure Blend, Stipple, Scrumble, Sgraffito, Cropping, Thumbnail sketch	
Students will be able to: • Develop a respect for the care of tools, equipment, supplies, through known safety and cleaning practices. • Understand drawing and composition techniques. • Evaluate the craftsmanship of an artwork. • Utilize composition and compositional elements effectively. • Demonstrate the reasonable amount of time in completion of an artwork. • Justify choices of reference and layout. • Self assessment throughout the artistic process. • Practice techniques to gain a better understanding prior to application. **Students will know:** • Composition and compositional layout • Thumbnail sketches and sketch development • Image research and use • Artistic License and reference alteration • Medium application and care • Tool use and care	

Learning Activities & Differentiation: *Suggested or Potential Learning Activities*

Learning Activities

- Mark Making Technique
- Color Blending
- Color Mixing
- Drawing with Simple Grids
- Thumbnail Sketches
- Enlargement

Differentiation

- Students who may have difficulty writing will be provided with an alternate packet or alternate way to take notes.
- Adaptive tools can be utilized to help with pastel work including pencil grips and hand over hand techniques
- Example packets will be provided to help students better understand the process steps of the project
- Multiple example artworks (student and teacher) can be used for modeling

Climate Change

- How does climate change impact the environment from which artists draw inspiration from?

Assessment Evidence

Formative Assessments:

- Project book exploration of drawing technique and pastel technique
- Teacher Observation
- Critique (peer to peer, master artist, self)

Summative Assessments:

- Abstract Flower: Students will learn about abstraction and how artists like Georgia O'Keeffe utilized close cropped images to create large abstract flower paintings. Utilizing and building upon knowledge from prior units, students will further develop drawing skills by learning to create thumbnail sketches which they will then use enlargement techniques to blow up to a larger size. Students will utilize color theory and blending techniques that they learned

while utilizing colored pencil skills in earlier units to work to mix and blend color with pastel. They will use the patterning and texture skills they utilized in previous units to better learn mark making techniques. All of this technical knowledge will build to a culminating, large scale study of a flower/plant.

Common Benchmark Assessments:

- Pastel technique project book practice
- Pastel skills quiz

Alternative Assessments:

- Cubist Portrait: This project could be used as an introductory assignment or a summative assignment all on its own. Students will work to craft a portrait based in abstraction, specifically Cubism. Utilizing choice and chance, students will utilize Cubist works for reference and build a wholly unique portrait.
- Cubist Cartoon: Students will learn about three different styles of Cubism and how abstraction allowed artists to view things in a new way. Then using familiar imagery (cartoon characters), students will work to explore sketching in these three styles. Students will then work to conference with the teacher, choose the style they feel most drawn to and work to create a piece that is uniquely their own.
- **Other projects related to units of study as needed. Projects within the curriculum may be altered, adjusted or changed based on levels of success, interest, or in an effort to explore something more cutting edge or new within the unit that may not have been developed at the time of curriculum writing.*

Core Instructional & Supplemental Materials

Manipulatives and Packets: Templates, Rubrics, Project Books

Digital: Presentation, Youtube Videos, websites, Google Form

Physical Materials: Pastels, view finders, rulers, paper, baby oil and brushes

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

Unit 4

Desired Results

Unit 4 Title: Mixing and Applying Medium

Unit Summary: In this unit, students will utilize their knowledge of artistic mediums, elements and principles of art, drawing and compositional skills to create a mixed media artwork.

Learning Standards

NJSLS 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.
- 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.Cr2a Demonstrate persistence and willingness to experiment and take risks during the artistic 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.
- 1.5.5.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.

New Standards

- 1.5.8.Cr1a Generate multiple ideas early in the creative process that take creative risks and develop the use of tools, materials, and concepts.
- 1.5.8.Cr2b Demonstrate proper handling techniques to maintain the condition and extend the lifespan of art materials and
- equipment.
- 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.Re9a Evaluate and explain the effectiveness of an artwork using established criteria.
- 1.5.8.Cn10a Generate ideas for artwork that incorporate information, knowledge, and personal experience about one's community.
- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

Visual Art Practices:

Mixing media to create artwork:

The creation of mixed media or multimedia artworks allows for a greater range of expression and visual complexity. A mixed media artwork will allow students to incorporate texture and balance into their work and give them an opportunity to more succinctly plan and justify their motives.

Utilizing visual resources and artistic license:

Utilizing reference and visual resources is a part of being an artist, however not directly copying from imagery that isn't yours or "free use" is problematic. Finding reference is important as an artist but working to change or alter it in a way that is yours, utilizing your artistic license, is an important ethical skill to develop.

Making artistic choices:

Students will utilize a knowledge base from the course of the semester to find more confidence in their own artistic choices. Mixing media will allow students the opportunity to explore how artworks can be crafted through layering, experimentation, and choices based on careful study and practice.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.10: Examine the consequences of the uses of media
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (*CS & DT*):

- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

Learning Targets

Unit Essential Questions:

- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- Why do artists follow or break from established traditions?
- How do artists and designers learn from trial and error?
- What role does persistence play in revising, refining and developing work?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time

Vocabulary:

Mixed media, Blend, Mark making, Directionality, Impressionism, Composition, Color blocking, Foreground, Middleground, Background, Depth, Horizon line, Brush stroke, Perspective, Dashes, Stipple, Squiggle, Swirl

Students will be able to:

- Develop a respect for the care of tools, equipment, supplies, through known safety and cleaning practices.
- Utilize drawing and composition techniques.

- Evaluate the craftsmanship of an artwork.
- Explore the mixing of mediums within a work of art.
- Utilize composition and compositional elements effectively.
- Demonstrate the reasonable amount of time in completion of an artwork.
- Justify choices of reference and material.
- Explore mark making techniques in order to build value.
- Demonstrate an understanding of mixing colors through gained knowledge of color theory.

Students will know:

- Compositional layout
- Thumbnail sketches and sketch development
- Artistic License and reference alteration
- Mixing mediums
- Paint Mixing

Learning Activities & Differentiation: *Suggested or Potential Learning Activities*

Learning Activities

- Mark Making Technique
- Color Blending
- Color Mixing
- Thumbnail Sketches
- Enlargement from thumbnail sketch

Differentiation

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- Multiple example artworks (student and teacher) can be used for modeling

Climate Change

- How does climate change impact the environment from which artists draw inspiration from?
- How does climate change impact the availability of artistic tools and mediums.

Assessment Evidence

Formative Assessments:

- Project book exploration of drawing technique and mark making technique
- Paint Mixing Formulas
- Teacher Observation
- Critique (peer to peer, master artist, self)

Summative Assessments:

- Van Gogh Landscape: The Van Gogh Landscape project will encourage students to utilize their own reference images to work to craft an artwork that is both paint and pastel based. Utilizing color blocking to paint, and van Gogh's mark making techniques, students will pastel over the painted surface to create a work that utilizes multiple mediums and mimics the post-Impressionist master.

Common Benchmark Assessments:

- Mark Making technique project book practice
- Mark Making skills quiz
- Painting skills quiz

Alternative Assessments:

- Mixed Media Animal Collage: This project could be used as an introductory assignment or a summative assignment all on its own. Using known drawing skills and some newly introduced ones, students will work to draw an animal utilizing reference images. Students will then be introduced to collage as an art form and how collage allows the potential for the mixing of multiple mediums. Students will explore work with pastel and paint to create starting pages for their collages which can then be torn or cut to smaller sizes to create a unique mixed medium piece.

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Physical Materials: Pastels, rulers, paper, paint, mixing cups, brushes, mat frames

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