

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: Art 8</b>	<b>Grade Level(s): 8</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: October 2018</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

In Art 8, students will explore various areas of art including, drawing, ceramics, painting, and printmaking. By the end of the course, students will (1) understand drawing techniques and be able to draw from real life, (2) understand basic hand building techniques and be able to meet the requirements to build a coil mug, (3) understand how colors relate to each other on the color wheel and be able to utilize color theory and painting techniques (4) understand the printmaking process and be able to carve a design into linoleum and create prints that utilize the Elements and Principles of Design. Throughout the Art 8 course, various careers, art history, the Elements and Principles of Art, and art criticism will be explored.

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## Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

## Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

### Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title: Art 8**

**Prerequisite(s): none**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b>  <b>Drawing</b></p>	<p>7 weeks September- October</p>	<p>NJSLS.VPA.1.1.8.D.1 NJSLS.VPA.1.2.8.A.2 NJSLS.VPA.1.2.8.A.3 NJSLS.VPA.1.3.8.D.1 NJSLS.VPA.1.3.8.D.2 NJSLS.VPA.1.3.8.D.3 NJSLS.VPA.1.4.8.A.1 NJSLS.VPA.1.4.8.A.7 NJSLS.VPA.1.4.8.B.1 NJSLS.VPA.1.4.8.B.2</p> <p><u>National Core Arts Standards</u> VA:Cr1.1.8a VA:Cr2.3.8a VA:Cr3.1.8a VA:Pr5.1.8a VA:RE8.1.8a</p> <p><u>Career Ready Practices</u> NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP8, NJSLS.CRP11</p>	<p>Students will: Understand drawing techniques and be able to apply them to a drawing from observation.</p> <p>Students will: Understand the artist’s purpose (realistic, show emotion, or create a design) in creating works of art and be able to create drawings with each purpose.</p> <p>Students will: Understand the characteristics of graffiti and be able to design graffiti letters.</p>	<p><u>Observational Contour Line Drawing:</u> Students will use observational skills, line quality and variation, and an understanding of proportion to create a realistic drawing.</p> <p><u>Observational &amp; Value Drawing:</u> Students will be able to use observational skills and shading techniques to create a value drawings and represent three dimensions on two dimensional drawings.</p> <p><u>Graffiti Art</u> Students will be able to use stylized letters with characteristics of graffiti to create a word in perspective. Students will apply shading to make the letters appear three dimensional.</p>
<p><b>Unit 2:</b>  <b>Ceramics</b></p>	<p>2 weeks October- November</p>	<p>NJSLS.VPA.1.1.8.D.1 NJSLS.VPA.1.2.8.A.1 NJSLS.VPA.1.3.8.D.2 NJSLS.VPA.1.3.8.D.6 NJSLS.VPA.1.4.8.A.2</p> <p><u>National Core Arts Standards</u> VA:Cr1.1.8a VA:Cr1.2.8a</p>	<p>Students will: Understand basic hand building techniques and be able to successfully create a clay mug.</p> <p>Students will: Understand the glazing process and be able to glaze mug accurately.</p>	<p><u>Clay Mugs</u> Students will understand hand-building techniques, proper use of tools, and the proper glazing process to produce a clay mug that can potentially hold a substance.</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Cr2.1.8a VA:Cr3.1.8a  <u>Career Ready Practices</u> NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP8  <u>Science</u> NJSLS.MS-PS1-2 NJSLS.MS-PS1-5		
<b>Unit 3:</b>  <b>Painting</b>	7 weeks November- January	NJSLS.VPA.1.3.8.D.1 NJSLS.VPA.1.3.8.D.2 NJSLS.VPA.1.4.8.A.3 NJSLS.VPA.1.4.8.A.7 NJSLS.VPA.1.4.8.B.1 NJSLS.VPA.1.4.8.B.2  <u>National Core Arts Standards</u> VA:Cr1.1.8a VA:Cr2.1.8a VA:Cr2.3.8a VA:Cr3.1.8a  Career Ready Practices NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8  <u>Math</u> NJSLS 8.G.A.1 NJSLS 8.G.A.5	Students will: Understand how colors relate to each other and be able to create the color wheel with primary colored paint.  Students will: Understand the work of Georgia O’Keeffe and be able to create a watercolor painting in her style.  Students will: Understand the grid method and be able to draw a face in proportion with values to show form.	<u>Color Wheel Mandala</u> Students will understand radial balance and be able to draw a radial design.  Students will be able to create all colors on the colors wheel with only red, yellow, and blue (primary colors) paint.  Students will refine painting techniques.  <u>O’Keeffe Nature Watercolor Painting</u> Students will understand and be able to utilize a color scheme and create realistic colors with color mixing knowledge.  Students will utilize observational drawing skills to draw a realistic image.  Students will acquire watercolor skills and techniques and apply them to a work of art.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p><u>Up “Close” Portrait (Chuck Close)</u> Students will understand the grid method and be able to enlarge a photo.</p> <p>Students will apply value to show forms of the face.</p>
<p><b>Unit 4:</b>  <b>Printmaking</b></p>	<p>4 weeks January</p>	<p>NJSLS.VPA 1.1.8.D.1 NJSLS.VPA 1.3.8.D.1 NJSLS.VPA 1.3.8.D.2 NJSLS.VPA 1.4.8.A.6</p> <p><u>National Core Arts Standards</u> VA:Cr1.1.8a VA:Cr2.1.8a VA:Cr2.2.8a VA:Cr2.3.8a VA:Cr3.1.8a</p> <p>Career Ready Practices NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8</p>	<p>Students will: Understand the printmaking process and be able to carve a design into linoleum which utilizes the elements and principles of design.</p> <p>Students will: Understand the printmaking process and be able to create prints which utilize the elements and principles of design.</p>	<p><u>Linoleum Carving</u> Students understand the printmaking process and be able to go through this process as an artist.</p> <p>Students will utilize observational drawing skills and create an image with contrast and texture.</p> <p>Students will understand and follow the carving process safely.</p> <p><u>Printing</u> Students will understand steps of printing and be able to apply these steps to create an accurate image.</p> <p>Students will create unique backgrounds and challenge their creativity to change the image once they have made a print.</p>

<b>Unit: 1 Drawing</b>	<b>Recommended Duration: 7 Weeks</b>
<b>Unit Description:</b> In the drawing unit, students will learn drawing terminology and techniques to strengthen their drawing skills in order to draw and shade various subjects. Some basic color theory will be introduced for value drawing in color.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Why do artists draw what they see?</p> <p>How can a drawing be used to communicate?</p> <p>Why is it important to be able to show something three dimensional on a flat surface?</p>	<p>Artists draw what they see to show the world their perspective and details that others may not take the time to see.</p> <p>Drawing what you see can help grow observation skills, which relate to a variety of careers.</p> <p>Drawing images to illustrate a topic is a universal means of communication that could break down barriers caused by language, speech, or text.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><u>NJSLS VPA 1.1.8.D.1</u> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p><u>NJSLS.VPA.1.2.8.A.2</u> Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<p>Students will: Understand drawing techniques and be able to apply them to a drawing from observation.</p> <p>Students will: Understand the artist’s purpose (realistic, show emotion, or create a design) in creating works of art and be able to create drawings with each purpose.</p>	<p>Students will be able to enhance observation, utilize contour line, and understand proportion by drawing from real life.</p> <p>Students will be able to understand the artist’s purpose. Students will be able to practice drawing techniques. Students will be able to create an Imitationalism, Emotionalism, and Formalism work of art using drawing techniques.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS.VPA.1.2.8.A.3</u> Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p><u>NJSLS.VPA.1.3.8.D.1</u> Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p><u>NJSLS.VPA.1.3.8.D.2</u> Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p><u>NJSLS.VPA.1.3.8.D.3</u> Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> <p><u>NJSLS.VPA.1.4.8.A.1</u> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p>	<p>Students will: Understand the characteristics of graffiti and be able to design graffiti letters.</p>	<p>Students will be able to draw stylized letters to represent a word. Students will be able to add value by utilizing shading techniques. Students will understand perspective and be able to apply it to their letters.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS.VPA.1.4.8.A.7</u> Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p><u>NJSLS.VPA.1.4.8.B.1</u> Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p><u>NJSLS.VPA.1.4.8.B.2</u> Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p><u>National Core Arts Standards</u>  VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p>VA:Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
VA:RE8.1.8a 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.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Teacher monitoring Group Discussions/ Critiques Completion of worksheets: Line worksheet Categories of Art worksheet Value worksheet	Unit Quizzes Outcome of Final Projects Summative Assessment #1	Sketches Outcome of final project	Look at and analyze the work of other artists. Complete a Bike or Sneaker drawing Complete three works of art to show Imitationalism, Emotionalism, and Formalism. Complete a Graffiti style word in perspective.

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Modified tests and quizzes Extra time available Extra help offered Clarify directions No penalty for spelling or handwriting	Translation of written material Visual examples	Prompting to remain on task Teacher monitoring Restate or clarify information No penalty for spelling or handwriting	Encouragement to go beyond requirements Feedback to encourage deeper thinking

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> <li>- Preview vocabulary- pre-test and text to show important information</li> <li>- Visual examples</li> <li>- Goals and scales- show progress and end result needed</li> </ul>

- Project/Direction sheet – worksheet to help organize important information
- Teacher demonstration – provide a visual “how to” that students can mimic
- Guided practice
- Independent practice
- Check student progress individually and provide meaningful feedback
- Individualized instruction as needed
- Student reflections through discussion, critique, and Artist Statements.
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**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Visual and verbal directions Clarify directions Guided practice/monitoring Extra time if needed Special tools to enhance motor skills Frequent check ins with teacher Modify task if needed Chunk long term projects	Visual directions and examples Monitoring and extra assistance Demonstrations in chunks	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time Monitoring and extra assistance Verbal and visual cues to stay on task Frequent feedback Frequent teacher check ins	Individual encouragement to go beyond requirements. Follow-up activities to deepen knowledge.

**Unit Vocabulary:**

**Essential:** Line, contour line, blind contour line, proportion, value, form, point of view, perspective, Imitationalism, Emotionalism, Formalism, critique

**Non-Essential:**

Observational drawing, Line variation, line quality, credit line

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
21 <sup>st</sup> Century Life and Careers:  NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills.	A- Power Point Presentations-used to present lesson content  M- Students may use tablet to document, share, or display work with a statement about their work-	___ Global Awareness  ___ Civic Literacy  ___ Financial, Economic, Business, & Entrepreneurial Literacy	___x___ Creativity & Innovation  Students will use problem solving skills and creativity to complete the task. Creative observations and details- looking at life from a different perspective

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>NJSLS.CRP4- Communicate clearly and effectively and with reason.</p> <p>NJSLS.CRP6- Demonstrate creativity and innovation.</p> <p>NJSLS.CRP7- Employ valid and reliable research strategies.</p> <p>NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>NJSLS.CRP11- Use technology to enhance productivity.</p>	<p>used to modify the display of artwork to include an artist’s statement and can be shared with anyone around the world.</p> <p>A- Google Forms- used for tests and quizzes as it provides instant feedback.</p>	<p>_____ Health Literacy</p>	<p>_____ Media Literacy</p> <p>__x__ Critical Thinking &amp; Problem Solving  Students will use problem solving skills and creativity to reach the expected end result.</p> <p>__X__ Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <p>Students will work as a team to set up and clean up the classroom. Students will aide each other in the completion of their work through the use of critique.</p> <p>__x__ Information &amp; Communication Technologies Literacy</p> <p>Students will communicate their ideas visually and provide a written statement about their work.</p> <p>__x__ Communication &amp; Collaboration</p> <p>Students will collaborate during critique to reach an improved end result.</p> <p>_____ Information Literacy</p>

**Resources:**

**Texts/Materials:** Pencils, Colored Pencils, Paper, Rulers, Still life objects, teacher created worksheets, PowerPoints, tests/quizzes, textbook: Mittler, G. & Ragans, R. *Exploring Art*. CA: Glencoe/McGraw Hill. 2007.  
Hollingsworth, P & Hollingsworth S. *Smart Art: Learning to Classify and Critique*. AZ: Zephyr Press. 1989.

<b>Unit: 2 Ceramics</b>	<b>Recommended Duration: 2 weeks</b>
<b>Unit Description:</b> In the ceramics unit, students will learn basic hand building methods for completing a functional piece of art. Decorative techniques will also be explored.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How does technical proficiency and craftsmanship effect the expression of artistic goals?	In order for an artist’s visual statement to be understood, it must be done with proficiency and craftsmanship.
How is art used in everyday life?	Art is all around us from the chair that you sit in to the glass that you drink out of. Art is more than painting pictures it can be both decorative and functional.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><u>NJSLS VPA 1.1.8.D.1</u> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p><u>NJSLS.VPA.1.2.8.A.1</u> Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p><u>NJSLS.VPA.1.3.8.D.2</u> Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p><u>NJSLS VPA 1.3.8.D.6</u> Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including</p>	<p>Students will understand basic hand building techniques and be able to successfully create a clay mug.</p> <p>Students will understand the glazing process and be able to their glaze mug accurately.</p>	<p>Students will understand slab and coil methods and be able to create a mug using these methods.</p> <p>Students will understand smoothing techniques and be able to apply them to their mug.</p> <p>Students will understand how to create a handle and decoration and be able to create them.</p> <p>Students will understand the firing and glazing process and be able to glaze their mugs correctly.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>digital media), and apply this knowledge to the creation of original artworks.</p> <p><u>NJSLS.VPA.1.4.8.A.2</u> Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p><u>National Core Arts Standards</u>            VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of presentday life using a contemporary practice of art and design.</p> <p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p>VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Teacher monitoring Group Discussions/ Critiques Completion of worksheets: Ceramics Glazing and Firing	Unit Quizzes Outcome of Final Project	Sketches Outcome of final project	Complete mug sketches Complete a final clay mug Glaze the mug

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Modified tests and quizzes Extra time available Extra help offered Clarify directions No penalty for spelling or handwriting	Translation of written material Visual examples	Prompting to remain on task Teacher monitoring Restate or clarify information No penalty for spelling or handwriting	Encouragement to go beyond requirements Feedback to encourage deeper thinking

**Instructional Strategies:** *(List and describe.)*

- Preview vocabulary- pre-test and text to show important information
- Visual examples
- Goals and scales- show progress and end result needed
- Project/Direction sheet – worksheet to help organize important information
- Teacher demonstration – provide a visual “how to” that students can mimic
- Guided practice
- Independent practice
- Check student progress individually and provide meaningful feedback
- Individualized instruction as needed
- Student reflections through discussion, critique, and Artist Statements.

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Visual and verbal directions Clarify directions Guided practice/monitoring Extra time if needed Special tools to enhance motor skills Frequent check ins with teacher Modify task if needed Chunk long term projects	Visual directions and examples Monitoring and extra assistance Demonstrations in chunks	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time Monitoring and extra assistance Verbal and visual cues to stay on task Frequent feedback Frequent teacher check ins	Individual encouragement to go beyond requirements. Follow-up activities to deepen knowledge.

<b>Unit Vocabulary:</b>
<b>Essential:</b> Clay, Ceramics, kiln, fire, hand-building, score, slip, blend, slab, coil, glaze
<b>Non-Essential:</b> Greenware, Bisqueware

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>21<sup>st</sup> Century Life and Careers:            NJSLS.CRP1- Act as a responsible and contributing citizen and employee.            NJSLS.CRP2- Apply appropriate academic and technical skills.            NJSLS.CRP4- Communicate clearly and effectively and with reason.            NJSLS.CRP6- Demonstrate creativity and innovation.            NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><u>Science</u>            NJSLS.MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.            NJSLS.MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p>	<p>A- Power Point Presentations-used to present lesson content</p> <p>M- Students may use tablet to document, share, or display work with a statement about their work-used to modify the display of artwork to include an artist’s statement and can be shared with anyone around the world.</p> <p>A- Google Forms- used for tests and quizzes as it provides instant feedback.</p>	<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p>__x__ Financial, Economic, Business, &amp; Entrepreneurial Literacy            Students will learn an introduction of what it’s like to be a working artist in the real world.</p> <p>___ Health Literacy</p>	<p>__x__ Creativity &amp; Innovation            Students will a unique design for their mug.            ___ Media Literacy</p> <p>__x__ Critical Thinking &amp; Problem Solving            Students will use critical thinking and problem solving skills to complete the project accreting to the requirements.</p> <p>__x__ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)            The nature of clay requires the student to adapt to challenges and still produce a quality product.</p> <p>___ Information &amp; Communication Technologies Literacy</p> <p>___ Communication &amp; Collaboration</p> <p>___ Information Literacy</p>

<b>Resources:</b>
<b>Texts/Materials:</b> Clay, wood tools, metal tools, kiln, plastic bags, wood blocks, glaze, textbook: Mittler, G. & Ragans, R. <i>Exploring Art</i> . CA: Glencoe/McGraw Hill. 2007. Hollingsworth, P & Hollingsworth S. <i>Smart Art: Learning to Classify and Critique</i> . AZ: Zephyr Press. 1989.

<b>Unit: 3 Painting</b>	<b>Recommended Duration: 7 Weeks</b>
<b>Unit Description:</b> In the painting unit, students will learn painting terminology and techniques to strengthen their painting skills when working with different types of paint and tools, as well as learning information on color theory and color mixing.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
Why do artists choose particular tools, techniques, and materials to express their ideas?	The proper techniques when using art tools produces the most successful outcome, as well as the proper care for the tools preserves resources.
How do colors influence a work of art?	Colors can be used together in a variety of ways to help show the meaning of a work of art.
How can reflecting on artwork help you to improve your artwork?	Personal and group reflection helps improve artwork through suggestion and comparison.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><u>NJSLS.VPA.1.3.8.D.1</u> Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p><u>NJSLS.VPA.1.3.8.D.2</u> Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>	<p>Students will: Understand how colors relate to each other and be able to create the color wheel with primary colored paint.</p> <p>Students will: Understand the work of Georgia O’Keeffe and be able to create a watercolor painting in her style.</p> <p>Students will: Understand the grid method and be able to draw a face in proportion with values to show form.</p>	<p>Students will understand how colors relate on the color wheel and be able to mix colors correctly.</p> <p>Students will understand radial balance and can create a radial design.</p> <p>Students will refine painting skills.</p> <p>Students will understand how colors relate to each other on the color wheel and be able to utilize color mixing to create realistic colors from a photo.</p> <p>Students will recall observation skills and be able to utilize these skills to draw realistically.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS.VPA.1.4.8.A.3</u> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p><u>NJSLS.VPA.1.4.8.A.7</u> Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p><u>NJSLS.VPA.1.4.8.B.1</u> Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p><u>NJSLS.VPA.1.4.8.B.2</u> Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p><u>National Core Arts Standards</u>  VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing</p> <p>VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.</p>		<p>Students will understand the characteristics of Students will understand O’Keeffe’s work and be able to include her characteristics in a painting.</p> <p>Students will understand 2 color schemes and be able to utilize a color scheme in a painting.</p> <p>Students will learn 3 watercolor techniques and be able to apply them in a painting.</p> <p>Students will be able to measure a grid correctly and draw it lightly.</p> <p>Students will understand the grid method and be able to draw my face in proportion.</p> <p>Students will be able to use value to create three dimensions of the face.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Teacher monitoring Group Discussions/ Critiques Completion of worksheets: Color Color Schemes	Unit Quizzes Outcome of Final Project	Sketches Outcome of final project	Complete sketch and good drawings for each painting Complete Color Wheel Mandala Complete Nature Painting Complete Self Portrait

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Modified tests and quizzes Extra time available Extra help offered Clarify directions No penalty for spelling or handwriting	Translation of written material Visual examples	Prompting to remain on task Teacher monitoring Restate or clarify information No penalty for spelling or handwriting	Encouragement to go beyond requirements Feedback to encourage deeper thinking

<b>Instructional Strategies:</b> <i>(List and describe.)</i>
<ul style="list-style-type: none"> <li>- Preview vocabulary- pre-test and text to show important information</li> <li>- Visual examples</li> <li>- Goals and scales- show progress and end result needed</li> <li>- Project/Direction sheet – worksheet to help organize important information</li> <li>- Teacher demonstration – provide a visual “how to” that students can mimic</li> <li>- Guided practice</li> <li>- Independent practice</li> <li>- Check student progress individually and provide meaningful feedback</li> <li>- Individualized instruction as needed</li> <li>- Student reflections through discussion, critique, and Artist Statements.</li> </ul>

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Visual and verbal directions Clarify directions Guided practice/monitoring Extra time if needed Special tools to enhance motor skills Frequent check ins with teacher Modify task if needed Chunk long term projects	Visual directions and examples Monitoring and extra assistance Demonstrations in chunks	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time Monitoring and extra assistance Verbal and visual cues to stay on task Frequent feedback Frequent teacher check ins	Individual encouragement to go beyond requirements. Follow-up activities to deepen knowledge.

**Unit Vocabulary:**

**Essential:** Color wheel, primary colors, secondary colors, intermediate colors, tints, shades, wet-on-wet, dry brush, wash, radial balance, value, monochromatic, analogous, complementary  
 Non-essential: Symmetrical balance, asymmetrical balance, texture

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
21 <sup>st</sup> Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.	A- Power Point Presentations-used to present lesson content  M- Students may use tablet to document, share, or display work with a statement about their work-used to modify the display of artwork to include an artist’s statement and can be shared with anyone around the world.  A- Google Forms- used for tests and quizzes as it provides instant feedback.	___ Global Awareness  ___ Civic Literacy  ___x___ Financial, Economic, Business, & Entrepreneurial Literacy Students will learn an introduction of what it’s like to be a working artist in the real world.  ___ Health Literacy	___x___ Creativity & Innovation Students need to plan an outcome that represents the characteristics of different styles of art.  ___ Media Literacy  ___x___ Critical Thinking & Problem Solving Students will use critical thinking skills and problem solving to complete the projects to meet the requirements. ___x___ Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p><u>Math</u>            NJSLS 8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations:</p> <ul style="list-style-type: none"> <li>a. Lines are transformed to lines, and line segments to line segments of the same length.</li> <li>b. Angles are transformed to angles of the same measure.</li> <li>c. Parallel lines are transformed to parallel lines.</li> </ul> <p>NJSLS 8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>			<p>Students will gain skills in productivity by learning proper set up, clean up, and working together as a team.</p> <p>____ Information &amp; Communication Technologies Literacy</p> <p>____ Communication &amp; Collaboration</p> <p>____ Information Literacy</p>

<b>Unit: 4 Printmaking</b>	<b>Recommended Duration: 4 Weeks</b>
<b>Unit Description:</b> In the printmaking unit, students will create an original design utilizing contrast and texture and carve the design into a linoleum block. The design will then be printed, or transferred, to paper utilizing the Elements and Principles of Design.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>How does technical proficiency and craftsmanship effect the expression of artistic goals?</p> <p>What skills and vocabulary do I need to create and appreciate visual art?</p> <p>How are art elements and design principles used to organize and express ideas?</p> <p>What makes my artwork look “good”?</p>	<p>When work is done with a high degree of technical proficiency and good craftsmanship the true imaging goals are reached.</p> <p>Art is appreciated more when the audience has a sense of the technical proficiency and craftsmanship that is needed to create the artwork.</p> <p>Art elements and design principles can be used intentionally to elicit a specific response from the viewer.</p> <p>A high degree of observation, technical skill (learned through practice), and detail, as well as the motivation to correct and enhance the work of art will enhance the success of an artwork.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><u>NJSLS VPA 1.1.8.D.1</u> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p><u>NJSLS.VPA.1.3.8.D.1</u> Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g.,</p>	<p>Students will: Understand the printmaking process and be able to carve a design into linoleum which utilizes the elements and principles of design.</p> <p>Students will: Understand the printmaking process and be able to create prints which utilize the elements and principles of design.</p>	<p>Students will be able to understand and use texture and contrast in their design.</p> <p>Students will be able to understand and follow the carving process safely.</p> <p>Students will be able to complete backgrounds that add interest.</p> <p>Students will be able to print their image correctly.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>perspective, implied space, illusionary depth, value, and pattern).</p> <p><u>NJSLS.VPA.1.3.8.D.2</u> Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p><u>NJSLS.VPA.1.4.8.A.6</u> Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p><u>National Core Arts Standards</u>  VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.  VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Teacher monitoring Group Discussions/ Critiques Completion of worksheets: Printmaking Contrast and Texture	Unit Quizzes Outcome of Final Project Summative #3	Sketches Outcome of final project	Complete a final drawing Carve the linoleum design Make multiple prints

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to <b>EXPRESS</b> their understanding and comprehension of the content/skills taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Modified tests and quizzes Extra time available Extra help offered Clarify directions No penalty for spelling or handwriting	Translation of written material Visual examples	Prompting to remain on task Teacher monitoring Restate or clarify information No penalty for spelling or handwriting	Encouragement to go beyond requirements Feedback to encourage deeper thinking

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> <li>- Preview vocabulary- pre-test and text to show important information</li> <li>- Visual examples</li> <li>- Goals and scales- show progress and end result needed</li> <li>- Project/Direction sheet – worksheet to help organize important information</li> <li>- Teacher demonstration – provide a visual “how to” that students can mimic</li> </ul>

- Guided practice
- Independent practice
- Check student progress individually and provide meaningful feedback
- Individualized instruction as needed
- Student reflections through discussion, critique, and Artist Statements.

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Visual and verbal directions Clarify directions Guided practice/monitoring Extra time if needed Special tools to enhance motor skills Frequent check ins with teacher Modify task if needed Chunk long term projects	Visual directions and examples Monitoring and extra assistance Demonstrations in chunks	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time Monitoring and extra assistance Verbal and visual cues to stay on task Frequent feedback Frequent teacher check ins	Individual encouragement to go beyond requirements. Follow-up activities to deepen knowledge.

**Unit Vocabulary:**

**Essential:** Positive space, negative space, contrast, texture, printmaking, brayer

**Non-essential:** relief print, inking tray, barren, collage

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
21 <sup>st</sup> Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason.	A- Power Point Presentations-used to present lesson content  M- Students may use tablet to document, share, or display work with a statement about their work-used to modify the display of artwork to include an artist's	___ Global Awareness  ___ Civic Literacy  ___x___ Financial, Economic, Business, & Entrepreneurial Literacy	___x___ Creativity & Innovation Students must create original works of art.  ___ Media Literacy  ___x___ Critical Thinking & Problem Solving

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>NJSLS.CRP6- Demonstrate creativity and innovation.</p> <p>NJSLS.CRP7- Employ valid and reliable research strategies.</p> <p>NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>statement and can be shared with anyone around the world.</p> <p>A- Google Forms- used for tests and quizzes as it provides instant feedback.</p>	<p>Students will learn an introduction of what it's like to be a working artist in the real world.</p> <p>_____ Health Literacy</p>	<p>Students will use critical thinking and problem solving skills to complete the project according to the requirements.</p> <p>_____ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>_____ Information &amp; Communication Technologies Literacy</p> <p>__x__ Communication &amp; Collaboration Through sharing the tools and materials students must work together to complete the task. At this point students will effectively share ideas as they transform each print.</p> <p>_____ Information Literacy</p>

<b>Resources:</b>
<p><b>Texts/Materials:</b> Tracing paper, photos, linoleum, carving tools, bench hook, gloves, ink, inking tray, paper, glue, scissors, paint, textbook: Mittler, G. &amp; Ragans, R. <i>Exploring Art</i>. CA: Glencoe/McGraw Hill. 2007. Hollingsworth, P &amp; Hollingsworth S. <i>Smart Art: Learning to Classify and Critique</i>. AZ: Zephyr Press. 1989.</p>