

Wayne

Township Public Schools

Wayne, New Jersey

**Department of Secondary Education
Grades 6-8 Visual Arts Curriculum Guide
Grades 6-8 Visual Arts Cycles
Grades 6-8 Advanced Art**

**May 2022
Revised**

Dr. Mark Toback, Superintendent
Mrs. Donna Reichman, Assistant Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Wayne Township Public Schools
Middle School Visual Art Curriculum Guide

| | |
|--------------------------|--|
| Content Area: | Content: Middle School Visual Arts Program |
| Grade Level: | Grades 6-8 |
| Course: | Course: Art Cycle (10 weeks), Advanced Art (full year) |
| Curriculum Title: | <p>Art Cycle: <i>An Exploratory Art-Making Experience with Focus on the Elements of Art, Principles of Design, Art History and Culture, and 21st century skills.</i></p> <p>Advanced Art: <i>An In-Depth and Enriched Art-Making Experience with Focus on the Elements of Art, Principles of Design, Art History and Culture, and Critique with Emphasis on The Artistic Process, Personal Expression, and Exhibition of Works of Art.</i></p> |
| Time Frame | <p>Art Cycle: 10 weeks</p> <p>Advanced Art: Full Year</p> <p>All Pacing Noted Within Document</p> |

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

1.2 Media Arts

Anchor Standard 1: Generating and conceptualizing ideas

- 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.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Anchor Standard 2: Organizing and developing ideas

- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Anchor Standard 3: Refining and completing products

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying points of view and perspective.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

Anchor Standard 4: Selecting, analyzing and interpreting work

- 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

- 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.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions. 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

Anchor Standard 6: Conveying meaning through art

- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks

Anchor Standard 7: Perceiving and analyzing products

- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- 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.

Anchor Standard 8: Interpreting intent and meaning

- 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

Anchor Standard 9: Applying criteria to evaluate products

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

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

- 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.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

1.5 Visual Arts

Anchor Standard 1: Generating and conceptualizing ideas

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.

- 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.

Anchor Standard 3: Refining and completing products.

- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Anchor Standard 4: Selecting, analyzing and interpreting work.

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.

- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences

Anchor Standard 7: Perceiving and analyzing products.

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 8: Interpreting intent and meaning

- 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

2020 New Jersey Student Learning Standards – English Language Arts Companion Standards Grades 6-8

Anchor Standard for Reading

Integration of Knowledge and Ideas

NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- **RST.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJSLA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- **WHST.6-8.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Readiness Practices Grades 6-8

By the end of Grade 8:

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income
- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

New Jersey Core Content Standards - Computer Science

By the end of Grade 8:

8.1 Computer Science

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.2 Design Thinking

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.
- 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Essential Question(s)

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

In this unit plan, the following 21st Century themes and skills are addressed.

| 21 st Century Themes | 21 st Century Skills | |
|--|---------------------------------|---------------------------------------|
| Global Awareness | T,A | Creativity and Innovation |
| Environmental Literacy | T,A | Critical Thinking and Problem Solving |
| Health Literacy | E | Communication |
| Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy | E | Collaboration |

Assessments

B = Benchmark S = Summative F = Formative A/PB=Alternative

Art Cycle: Curriculum Grade Level Unit Summaries and Pacing Guide

Each middle school student in art cycle will come to explore and apply the elements of art and principles of design through a variety of media and techniques. Each year, students will build upon prior knowledge with an emphasis placed on understanding and appreciating the influence of art from other periods and cultures. Students will be challenged to exercise their problem-solving capabilities, work cooperatively with others, and assess works of art by their classmates as well as themselves. In addition, students will recognize the role of art in the 21st century as it applies to careers in the field, technology, and impact on society.

6th Grade Art Cycle:

Unit 1 Drawing: Line, Shape, Value

Pacing: Weeks 1 - 3

Students in 6th grade art cycle will complete drawing exercises and projects which will help them to better their understanding of art concepts and basic drawing skills

- Use one-point perspective or observational drawing to create the illusion of depth in a two-dimensional drawing plane.
- Depict the proportional relationships among the parts of the human body or among other objects.
- Explore line and shape through the creation of abstract, non-objective drawings and designs.
- Use value/shading to create the illusion of form in a work of art.

Unit 2 Painting: Color, Value

Pacing: *Weeks 4 - 6*

Students in 6th grade art cycle will complete painting exercises which will help them to learn the color wheel, color relationships, mixing colors, and color theory.

- Utilize the primary colors to create the secondary and tertiary colors
- Utilize white and black to create tints and shades
- Demonstrate appropriate painting techniques: proper use of brushes, material use and responsibility

Unit 3 Sculpture: *Form, Space, Balance, Texture :*

Pacing: *Weeks 7 - 9*

Students in 6th grade art cycle will develop a basic understanding of three-dimensional concepts.

- Use a variety of sculpting materials to create three-dimensional forms (e.g. clay, cardboard, wood, plaster...etc.)
- Combine basic forms to create three-dimensional objects
- Consider the concepts of space and balance when constructing three-dimensional works of art

Unit 4 Art History: *Cultural Context and Significance of Individual Art Movements*

Pacing: *Throughout all units*

Students in 6th grade art cycle will create a work of art which:

- Identify the components of artists' styles, including materials, design, technique and subject matter.
- Identify major art movements in history from diverse cultures, with emphasis on relating these movements to changes in science and technology

Unit 5 Critique: *Describe, Analyze, Interpret, Evaluate*

Pacing: *Throughout all units*

Students in 6th grade art cycle will respond to famous works of art, as well as the work of their classmates through the use of critique. This practice will encourage self-reflection and collaboration.

- Describe what you see
- Analyze the components of the work of art (e.g. elements, principles, composition...etc.)
- Interpret the intended meaning
- Evaluate whether the work is successful in its intention (elements of art, principles of design...etc.)

7th Grade Art Cycle

Unit 1 Drawing: *Line, Shape, Value, Texture*

Pacing: *Weeks 1 - 3*

Students in 7th grade art cycle will complete drawing exercises and projects which will build upon earlier understanding of art concepts and basic drawing skills. In addition, new art-making processes and techniques will be introduced (e.g. printmaking, grid drawing, monochromatic paintings...etc.).

- Use line variation, including directionality, width, and implied line, to create contrasting qualities in a composition.
- Create the illusion of depth in 2D works of art, using a variety of the following devices: overlapping; atmospheric perspective; diminishing size and detail; and object placement in the picture plane.

- Refer to the principles of design while planning and arranging a composition

Unit 2 Painting: *Color, Value*

Pacing: *Weeks 4 - 6*

Students in 7th grade art cycle will further explore the color wheel, color relationships, mixing colors, and color theory.

- Identify and use analogous, complementary, and monochromatic color schemes.
- Utilize white and black to create a wider array of tints and shades. Discuss how subtle variation in tint and shade can create depth.

Unit 3 Sculpture: *Form, Space, Balance, Texture*

Pacing: *Weeks 7 - 9*

- Students in 7th grade art cycle will build upon prior knowledge of basic three-dimensional concepts.
- Use a variety of sculpting materials to create three-dimensional forms which may be functional or decorative.
- Combine basic forms to create representational or figurative sculpture.
- Consider the concepts of space and balance when constructing three-dimensional works of art.

Unit 4 Art History: *Cultural Context and Significance of Individual Art Movements*

Pacing: *Throughout all units*

Students in 7th grade art cycle will create a work of art which:

- Identify styles and themes in contemporary and historical works of art.
- Identify major art movements in history from diverse cultures, with emphasis on relating these movements to changes in science and technology.

Unit 5 Critique: *Describe, Analyze, Interpret, Evaluate*

Pacing: *Throughout all units*

Students in 7th grade art cycle will respond to famous works of art, as well as the work of their classmates through the use of critique. This practice will encourage self-reflection and collaboration.

- Describe what you see
- Analyze the components of the work of art (e.g. elements, principles, composition...etc.)
- Interpret the intended meaning
- Evaluate whether the work is successful in its intention

8th Grade Art Cycle

Unit 1 Drawing: *Line, Shape, Value*

Pacing: *Weeks 1 - 3*

Students in 8th grade art cycle will create two-dimensional works of art by synthesizing and applying previously learned concepts.

- Use line to create value in a work of art.
- Identify and analyze the uses of typography in graphic arts.
- Continue to develop observational drawing skills

- Proportion/perspective
- Utilize knowledge of drawing/planning and apply to other art-making processes (ie: sculpture, printmaking...etc.)

Unit 2 Painting: *Color, Value*

Pacing: *Weeks 4 - 6*

- Students in 8th grade art cycle will further explore the color wheel, color relationships, mixing colors, and will have the opportunity to use knowledge of mixing colors to create representational works of art.
- Create works of art that emphasize specific formal color relationships.
- Use knowledge of different painting styles and techniques to inform their artwork.

Unit 3 Sculpture: *Form, Space, Balance*

Pacing: *Weeks 7 - 9*

Students in 8th grade art cycle will expand upon prior knowledge of basic three-dimensional concepts.

- Use a variety of sculpting materials to create three-dimensional forms which may be functional or decorative.
- Refer to specific historical art movements in order to create a three-dimensional work of art.
- Consider the concepts of space and balance when constructing three-dimensional works of art.

Unit 4 Art History: *Cultural Context and Significance of Individual Art Movements*

Pacing: *Throughout all units*

Students in 8th grade art cycle will create a work of art which:

- Identify styles and themes in contemporary and historical works of art.
- Compare and contrast works of art according to medium, period, style, and artist.

Unit 5 Critique: *Describe, Analyze, Interpret, Evaluate*

Pacing: *Throughout all units*

Students in 8th grade art cycle will respond to famous works of art, as well as the work of their classmates through the use of critique. This practice will encourage self-reflection and collaboration.

- Describe what you see
- Analyze the components of the work of art (e.g. elements, principles, composition...etc.)
- Interpret the intended meaning
- Evaluate whether the work is successful in its intention

Advanced Art: Curriculum Grade Level Summaries

Advanced Art is a year-long gifted and talented art course which is designed to give students an in-depth experience in the visual arts aimed at providing a deeper understanding of the elements of art and principles of design through a variety of media and techniques. Each year, students will build upon prior knowledge with an emphasis placed on understanding and appreciating the influence of art from other periods and cultures. Students will be challenged to exercise their problem-solving capabilities, work cooperatively with others, and assess works of art by their classmates as well as themselves. In addition, students will recognize the role of art in the 21st century as it applies to careers in the field of art and design, as well as technological advances and their impact on society.

6th Grade Advanced Art: Each Unit Should be 3-4 Weeks in Length

1. Drawing (line, color, shape, value, texture)

Students in 6th grade Advanced Art will complete drawing exercises and projects which will help them to better their ability to draw from observation. In addition, students will build upon previously learned concepts from 5th grade “*Windows Art*. “

- Use one-point perspective to create the illusion of depth in a two-dimensional drawing.
- Use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.
- Depict the proportional relationships among the parts of the human body or among other objects.
- Use value/shading to create the illusion of form in a work of art.
- Periodic sketchbook drawing assignments/critique will allow students to observe their own growth and that of their peers.

2. Painting (color, value, intensity)

Students in 6th grade Advanced Art will further explore the color wheel, color relationships, mixing colors, and will have the opportunity to use knowledge of mixing colors to create representational works of art.

- Create works of art that emphasize specific formal color relationships.
- Use knowledge of different painting styles and techniques to inform their artwork.
- Utilize the primary colors to create the secondary and tertiary colors.
- Utilize white and black to create tints and shades
- Demonstrate appropriate painting techniques: proper use of brushes, material use and responsibility

3. Sculpture (form, space, balance)

Students in 6th grade Advanced Art will expand upon prior knowledge of basic three-dimensional concepts.

- Use a variety of sculpting materials to create three-dimensional forms (e.g. clay, cardboard, wood, plaster...etc.)
- Combine basic forms to create three-dimensional objects.
- Consider the concepts of space and balance when constructing three-dimensional works of art.

4. Cultural Context and Art History

Students in 6th grade Advanced Art will create a work of art which will:

- Identify the components of an artist’s style, including materials, design, technique and subject matter.
- Identify major art movements in history from diverse cultures, with emphasis on relating these movements to changes in science and technology.

5. Critique (describe, analyze, interpret, evaluate)

Students in 6th grade Advanced Art will respond to famous works of art, as well as the work of their classmates through the use of critique. This practice will encourage self-reflection and collaboration.

- Identify and apply criteria for judging works of art.

- Explore and identify subjects, themes, and symbols as they relate to meaning in works of art.

7th Grade Advanced Art: Each Unit Should be 3-4 Weeks in Length

1. Drawing (line, color, shape, value, texture)

Students in 7th grade Advanced Art will complete drawing exercises and projects which will help them to better their ability to draw from observation. In addition, students will build upon previously learned concepts from 6th grade Advanced Art.

- Use one-point / two-point perspective to create the illusion of depth in a two-dimensional drawing.
- Use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.
- Depict the proportional relationships among the parts of the human body or among other objects.
- Use value/shading to create the illusion of form in a work of art.
- Create the illusion of movement in 2-Dimensional works of art.
- Create contour line drawings that demonstrate perceptual skill.
- Weekly sketchbook drawing assignments/critique will allow students to observe their own growth and that of their peers.

2. Painting (color, value, intensity)

Students in 7th grade Advanced Art will further explore the color wheel, color relationships, mixing colors, and will have the opportunity to use knowledge of mixing colors to create representational works of art.

- Create works of art that emphasize specific formal color relationships.
- Use knowledge of different painting styles and techniques to inform their artwork.
- Identify and utilize analogous, complementary and monochromatic color schemes.
- Utilize white and black to create tints and shades.

3. Sculpture (form, space, balance)

Students in 7th grade Advanced Art will expand upon prior knowledge of basic three-dimensional concepts.

- Use a variety of sculpting materials to create three-dimensional forms (e.g. clay, cardboard, wood, plaster...etc.)
- Combine basic forms to create three-dimensional objects.
- Consider the concepts of space and balance when constructing three-dimensional works of art.

4. Cultural Context and Art History

Students in 7th grade Advanced Art will create a work of art which will:

- Identify the components of an artist's style, including materials, design, technique and subject matter.

5. Critique (describe, analyze, interpret, evaluate)

Students in 7th grade Advanced Art will respond to famous works of art, as well as the work of their classmates through the use of critique. This practice will encourage self-reflection and collaboration.

- Identify and apply criteria for judging works of art.

- Identify the processes artists use to create works of art.
- Explore and identify subjects, themes, and symbols as they relate to meaning in works of art.

8th Grade Advanced Art: Each Unit Should be 3-4 Weeks in Length

1. Drawing (line, color, shape, value, texture)

Students in 8th grade Advanced Art will complete drawing exercises and projects which will help them to better their ability to draw from observation. In addition, students will build upon previously learned concepts from 7th grade Advanced Art.

- Use multiple-point/atmospheric/aerial perspective to create the illusion of depth in a two-dimensional drawing.
- Use value/shading to create the illusion of form in a work of art.
- Create the illusion of movement in 2-Dimensional works of art.
- Create contour line drawings that demonstrate perceptual skill.
- Further expand and develop the use of the elements of art and the principles of design.
- Create and maintain an art portfolio.
- Periodic sketchbook drawing assignments/critique will allow students to observe their own growth and that of their peers.
- *Demonstrate skill in combining text and imagery using computer technology.

2. Painting (color, value, intensity)

Students in 8th grade Advanced Art will further explore the color wheel, color relationships, mixing colors, and will have the opportunity to use knowledge of mixing colors to create representational works of art.

- Create works of art that emphasize specific formal color relationships.
- Use knowledge of different painting styles and techniques to inform their artwork.
- Identify and utilize analogous, complementary and monochromatic color schemes.
- Build upon prior knowledge in order to develop and indicate a personal style.

3. Sculpture (form, space, balance)

Students in 8th grade Advanced Art will expand upon prior knowledge of basic three-dimensional concepts.

- Use a variety of sculpting materials to create three-dimensional forms (e.g. clay, cardboard, wood, plaster...etc.)
- Combine basic forms to create three-dimensional objects.
- Consider the concepts of space and balance when constructing three-dimensional works of art.
- Create 3-D works of art integrating knowledge of art history (periods and movements).

4. Cultural Context and Art History

Students in 8th grade Advanced Art will create a work of art which will:

- Identify the components of an artist's style, including materials, design, technique and subject matter.
- Identify major art movements in history from diverse cultures, with emphasis on relating these

movements to changes in science and technology.

- Compare various art careers and the methods of preparing for them.
- Identify the roles of artists (eg. graphic artists, animators, videographers, photographers, advertising artists) in mass media.

5. Critique (describe, analyze, interpret, evaluate)

Students in 8th grade Advanced Art will respond to famous works of art, as well as the work of their classmates through the use of critique. This practice will encourage self-reflection and collaboration.

- Identify and apply criteria for evaluating and interpreting works of art.
- Identify the processes artists use to create works of art.
- Explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
- Analyze the effect the elements of art and principles of design have on the communication of ideas.
- Investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
- Communicate how personal experiences influence critical evaluations about and interpretations of works of art.

| Student Learning Targets/Content | Learning Activities |
|--|---|
| <ul style="list-style-type: none"> Navigate the creative process and develop original ideas in response to assignments prompts. 1.2.8.Cr1a, 1.2.8.Cr1b, 1.2.8.Cr2a | <ul style="list-style-type: none"> Present the problem to the students. 8.2.8.ED.2 Brainstorm possibilities through open thought or organizers. 8.2.8.ED.2 Generating visual concepts via groups, one on one meetings with teacher, and/or individually. Sketching/Planning Revision |
| <ul style="list-style-type: none"> Develop artistic and cultural awareness. 1.5.8.Cn11, 1.5.8.Cn11b, RST.6-8.10 | <ul style="list-style-type: none"> Study a variety of artists from different cultures 8.2.8.ITH.2 Link art to current events and happenings. Making art to personal beliefs and age appropriate concepts. |
| <ul style="list-style-type: none"> Develop visual perception and strengthen skill. 1.2.8.Cr3a, 1.2.8.Pr5a, 1.2.8.Pr5b | <ul style="list-style-type: none"> Teach the skill of looking through the use of viewfinders. Introduce compositional awareness through the rules of composition. Introduce the nuances of color perceptions and relationships. |
| <ul style="list-style-type: none"> Demonstrate proper and effective use of a variety of materials (and technology if applicable). 1.5.8.Cr2a | <ul style="list-style-type: none"> Practicing proper techniques in handling various materials. Understand the proper way to take care of various materials. Introduce the concepts of layering and use in mixed media. |
| <ul style="list-style-type: none"> Enrich critical thinking and problem-solving skills through various art-making processes. 1.2.8.Re8a | <ul style="list-style-type: none"> Introduce creative thinking skills through free-thinking, word webs, etc. 8.2.8.ED.2 Encourage reflection after the creative process to understand what was effective and how to improve Utilize various materials to carry over creative skills in different mediums. 8.2.8.ITH.2 |
| <ul style="list-style-type: none"> Develop fluency within the world of aesthetics and visual culture. 1.2.8.Pr5a, 1.2.8.Pr5b | <ul style="list-style-type: none"> Introduce and reinforce key vocabulary terms. Utilize visuals to show key visual differences. Expose students to various visuals and words. |
| <ul style="list-style-type: none"> Utilize different art-making processes in order to explore the elements of art and principles of design. 1.2.8.Re7a | <ul style="list-style-type: none"> Create short term and long term projects. Use a wide variety of media. 8.2.8.ITH.2 Hold individual and collaborative art projects. Have informal skill days vs. formal final projects. |
| <ul style="list-style-type: none"> Differentiate and distinguish between different movements throughout art history. 1.5.8.Pr6a, 1.5.8.Cn11a, RST.6-8.10 | <ul style="list-style-type: none"> Reviewing different artists and their different creative processes and beliefs. Make connections between various artists and movements with a variety of artistic practices. |
| <ul style="list-style-type: none"> Foster creativity, self-expression, confidence, and a sense of identity. 1.2.8.Re8a, 1.2.8.Cr3c | <ul style="list-style-type: none"> Have open ended projects where students can incorporate their interests, backgrounds, and beliefs. Introduce different types of art and art history to show a wide range of possibilities. Introduce the idea of symbolism to add meaning into work. Create experiences where mistakes can be adjusted and solved. 8.2.8.ED.2 |

| | |
|---|---|
| | <ul style="list-style-type: none"> ● Allow students the opportunity to collaborate and make connections to others through artistic practice. |
| <ul style="list-style-type: none"> ● Utilize self-assessment, collaboration, and critique respectively as methods of growth. 1.2.8.Re7a, 1.2.8.Re8a, 1.2.8.Re9a | <ul style="list-style-type: none"> ● Have self, group, and individual critiques throughout the artmaking process. ● Utilize positive/what could be worked on commentary through group critiques. ● Provide rubrics that align with skills being taught. ● Have students utilize rubrics before handing in work. ● Incorporate questioning to students to help them understand what bothers them about their piece. ● Encourage “phone a friend” or “think, pair, share” during idea generating process to grow artistic relationships with peers. |

Assessment for Art Cycles

Benchmark

The initial pre and post test will show how much information students know and retain about art techniques and terms. This could include; sculpture, ceramics, drawing and painting. **RST.6-8.10., WHST.6-8.10**

Formative Assessment - *Checking for Understanding of Key Concepts, Reinforcing Order of Operations and Process, Visual Observation*

As students work their way through the creative process, the teacher will circulate the classroom in order to meet one-on-one with students and provide real-time feedback and reinforcement of key concepts and skills. The option of an informal critique may be used to allow students to assist one another and provide feedback in order to maximize results. Teacher can check for understanding via thumbs up vs thumbs down, informal conversations, as well as visually through artmaking.

Summative - *Class Critique, Assessment using Domain-Specific Rubric*

Upon the completion of each assignment, a formal critique could be conducted so that students may respond to one another’s work and/or have a conversation on effective use of concepts taught during project. Emphasis will be placed on the key concepts (elements of art, principles of design, use of materials, creativity...etc.) taught. Projects will be assessed using a rubric specific to each project or unit. **RST.6-8.10., WHST.6-8.10**

Alternative Assessment- *Conferencing, Critique, Sketchbooks, Modification*

Throughout each project, teacher will be monitoring student understanding and modifying lessons (when necessary) to meet each individual student’s needs. **RST.6-8.10., WHST.6-8.10**

Assessment for Advanced Art

Benchmark:

- Sketchbooks will be used as an assessment tool to determine student growth in the skill area of developing successful compositions on their assignments.
- In class drawing assignment will be used as a basis of assessment to determine student growth in the area of the use of Value in drawings. The same assignment(s) will be given subsequently to assess

student growth.

Formative Assessment- *Checking for Understanding of Key Concepts, Reinforcing Order of Operations and Process, Visual Observation*

As students work their way through the creative process, the teacher will circulate the classroom in order to meet one-on-one with students and provide real-time feedback and reinforcement of key concepts and skills. The option of an informal critique may be used to allow students to assist one another and provide feedback in order to maximize results. Teacher demonstration of specific skills and techniques will help students to visualize what they are expected to achieve relative to each project and art-making activity.

Summative- *Class Critique, Assessment using Domain-Specific Rubric*

Upon the completion of each assignment, a formal critique will be conducted so that students may respond to one another's work. Emphasis will be placed on the key concepts (elements of art, principles of design, use of materials, creativity...etc.). Projects will be assessed using a rubric specific to each project or unit. In addition, students in the Advanced Art Program will conduct critiques of their sketchbook drawing homework assignments. All projects will be graded using a domain-specific rubric. **RST.6-8.10., WHST.6-8.10**

Alternative Assessment- *Conferencing, Critique, Sketchbooks, Modification*

Throughout each project, teachers will be monitoring student understanding and modifying lessons (when necessary) to meet each individual student's needs. Advanced Art students are expected to keep a sketchbook in order to track and monitor their own progress relative to life drawing skills (rendering, proportion, value, composition...etc.).

RST.6-8.10., WHST.6-8.10

Integrated accommodations and modifications for the following students:

- *Special Education*
- *ELL*
- *At Risk*
- *Gifted and Talented*
- *504*

[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At-Risk Students](#)
[Differentiation Strategies for Students with a 504](#)

Resources

- Art-making Materials
- Visual aids and references (handouts, reproductions, past samples, posters...etc.)
- Presentations (Google Slides, Peardeck, Flipgrid, Brainpop, Youtube, Artsonia...etc.)
- Visiting artists and field trips
- Available technology (Computers, projectors, document cameras, Adobe Creative Suite...etc.)

