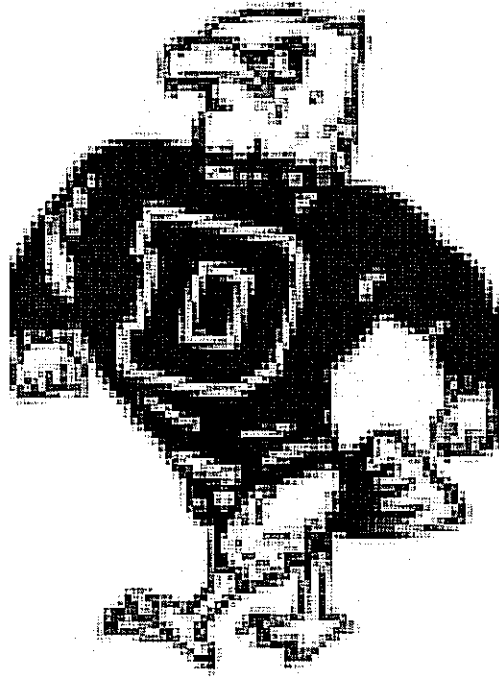


# DENNIS TOWNSHIP SCHOOL DISTRICT



## VISUAL ARTS CURRICULUM

APPROVED: JANUARY 22, 2014

**Course Title: Primary Art**  
**Grade Level: K-2**

<p><b>Core Concepts</b>            What Big Ideas will be studied in each unit?</p>	<p><b>Essential Questions</b>            These questions guide inquiry into the big ideas of the unit.</p>	<p><b>Enduring Understanding</b>            What specific, lasting and transferable understandings will result from the investigation?</p>	<p><b>Knowledge &amp; Skills</b>            What will students be able to do as a result of instruction?</p>	<p><b>N.J.C.C.C.S.</b></p>
<p><b>Unit 1</b>  <b>Mark-Making</b></p>	<p>How and why is mark-making an essential component of a work of art?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>- mark-making defines the foundation of works of art</li> <li>- marks can be made using different media to create different effects</li> <li>- detail provides important information about the subject</li> <li>- simple shapes can be combined to create complex forms</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- increase their perceptual awareness and hand / eye coordination in transforming three dimensional information into a two dimensional drawing</li> <li>- develop their fine motor skills by utilizing various mark making utensils</li> <li>- explore the elements and principles of art through line</li> <li>- explore the concept of depth and spatial relationships in a drawing by creating foreground, middle-ground and background</li> </ul>	<p>1.1.2.D.1-2            1.3.2.D.1-5            1.4.2.A.1,4</p>

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**Grade Level: K-2**

		<ul style="list-style-type: none"> <li>- explore and manipulate a wide variety of mark-making materials</li> <li>- identify and apply age appropriate art vocabulary</li> </ul>	
<p><b>Unit 2</b>  <b>Painting</b></p>	<p>What is the role of color in painting?          Why choose a wet media over dry media in the creation of art?          How are colors created?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>-a wide variety of subjects can be portrayed through paint.</li> <li>-all colors can be created from primary colors.</li> <li>-tints and shades are created by mixing black or white to a color.</li> <li>-the choice of tool will create different effects.</li> <li>-the choice of colors will evoke different emotional responses.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify primary and secondary colors by the art of mixing pigments</li> <li>-explore a wide range of application techniques.</li> <li>-explore a wide variety of paint media.</li> <li>-group colors into warm, cool and neutral families.</li> <li>-explore the textural possibilities of paint.</li> <li>-investigate the emotive qualities of color.</li> </ul>
			<p>1.1.2.D.1-2            1.2.2.A.1-2            1.3.2.D.1-5            1.4.2.A.2-4            1.4.2.B.1-3</p>

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<p><b>Unit 3</b> Two and Three-Dimensional Design</p>	<p>What is design?          What is two-dimensional design?          What is three-dimensional design?          How do you set up a design plan?          What is space in design?          What is symmetry and balance?</p>	<p><b>Students will understand that:</b>          -sequencing is essential to the creation of a design.          -there is a relationship between form and function.          - there are specific materials appropriate to solving particular design problem(s)</p>	<p><b>Students will be able to:</b>          -prepare preliminary draft in a design solution.          -revise drafts in a design solution.          -follow objectives when creating a design.          -translate two-dimensional visual information into three-dimensional form.          -increase their perceptual awareness and hand / eye coordination in transforming two dimensional information into a three dimensional form.          -create by adding and taking away material.          - identify types of symmetry          - consider and realize a</p>	<p>1.1.2.D.1-2          1.2.2.A.1-2          1.3.2.D.1-5          1.4.2.A.2-4          1.4.2.B.1-3</p>
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**Course Title: Primary Art**  
**Grade Level: K-2**

		sculptural object from all angles	
<p><b>Unit 4</b> Printmaking</p>	<p>What is the benefit of making a print versus using another media?          What can you print with?</p>	<p>- a print has a unique quality          - multiple unique editions can be made          - printmaking can be used to create patterns or multiple images          - a wide variety of materials can used in the process of printmaking</p>	<p>- explore the process of printmaking (e.g., stamping, simple relief prints, monoprints).          -explore the manipulation of prints with other media.</p>
<p><b>Unit 5</b> Mixed Media</p>	<p>What is mixed media?          What kind of materials would work best in a particular piece of art?          How can you combine different materials to create unity in a design?</p>	<p>-multiple media in an art piece creates many levels of interest for the viewer.          -there is an interplay between materials that creates interest in an art piece.          -how diverse components can create a unified composition.</p>	<p>-explore a wide variety of media in familiarizing themselves with the advantages and limitations of those materials.          -combine, layer and assemble various media to solve design problems          -explore the dynamic that objects, when</p>

**Course Title: Primary Art**  
**Grade Level: K-2**

				combined, create new meaning and appearance. -discover and explore the dynamic relationship (compliment or contrast) between various materials used	
<b>Unit 6 History</b>	How is art a part of history? How is history recorded through art? How are artists shaped by the ideas and values of their time?	-art is classified by styles, time periods and movements -artists are both influenced by their times and influential to their culture	-understand that art is classified by styles, time periods or movements -differentiate between personal culture and foreign culture	1.1.2.D.1-2 1.2.2.A.1-2 1.4.2.A.1-2	
<b>Unit 7 Critique</b>	What is a critique? What is the value of a critique? How can we talk about art in an appropriate manner?	-you can appreciate art that you don't like or understand - art can evoke many different emotional responses -critique is a vehicle used in the revision process	-use the elements and principles to critique a work of art -be able to express verbally what we observe and how we feel about a work of art -class critique based on how well student is meeting the stated criteria of the project	1.4.2.A.1-4 1.4.2.B.1-3	

**Course Title: Primary Art**  
**Grade Level: K-2**

<p><b>End -Course Benchmarks</b> What should students be able to do at this point in the year?</p>	<ul style="list-style-type: none"><li>- The basic application of color theory</li><li>- Appropriate use of tools for different mediums</li><li>- Demonstrate the steps in the creative process</li><li>- Proper care and handling of materials</li><li>- Demonstrate individual voice</li></ul>
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**Course Title: Elementary Art**  
**Grade Level: 3-5**

<p><b>Core Concepts</b>          What Big Ideas will be studied in each unit?</p>	<p><b>Essential Questions</b>          These questions guide inquiry into the big ideas of the unit.</p>	<p><b>Enduring Understanding</b>          What specific, lasting and transferable understandings will result from the investigation?</p>	<p><b>Knowledge &amp; Skills</b>          What will students be able to do as a result of instruction?</p>	<p><b>N.J.C.C.C.S.</b></p>
<p><b>Unit 1</b>          Mark-Making</p>	<p>How and why is mark-making an essential component of a work of art?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>- mark-making defines the foundation of works of art</li> <li>- marks can be made using different media to create different effects</li> <li>- detail provides important information about the subject</li> <li>- overlapping and layering create a sense of depth and interest in forming special relationships (early perspective)</li> <li>- that artists consider both positive and negative space in creating a composition</li> <li>- value (light and shadow)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- increase their perceptual awareness and hand / eye coordination in transforming three dimensional information into a two dimensional drawing</li> <li>- identify and create foreground, middle ground, and background in a composition</li> <li>- explore the elements and principles of art through line</li> <li>- explore the concept of depth and spatial relationships in a drawing by creating</li> </ul>	<p>1.1.5.D.1-2          1.3.5.D.1-5          1.4.5.A.1,4</p>



**Course Title: Elementary Art**  
**Grade Level: 3-5**

		<p>creates volume</p> <ul style="list-style-type: none"> <li>- texture can be created through a variety of mark-making media</li> <li>- there are major themes / genres in mark-making (portrait, still life, landscape, abstraction)</li> <li>- shapes can be divided into organic, geometric and/or hard-edged categories.</li> </ul>	<p>foreground, middle-ground and background</p> <ul style="list-style-type: none"> <li>- explore and manipulate a wide variety of mark-making materials</li> <li>- identify and apply age appropriate art vocabulary</li> <li>- demonstrate chiaroscuro in creating volume</li> </ul>	
<p><b>Unit 2</b> Painting</p>	<p>How does color create mood?           Why choose a wet media over dry media in the creation of art?           How are colors created?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>- color defines spatial relationships</li> <li>- a wide variety of subjects can be portrayed through paint.</li> <li>- all colors can be created from primary colors.</li> <li>- tints and shades are created by mixing black or white to a color.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify primary and secondary colors by the art of mixing pigments</li> <li>- explore a wide range of application techniques.</li> <li>- explore a wide variety of paint media.</li> <li>- group colors into warm, cool and neutral families.</li> </ul>	<p>1.1.5.D.1-2          1.2.5.A.1-2          1.3.5.D.1-5          1.4.5.A.2-4          1.4.5.B.1-3          double check</p>

Course Title: Elementary Art  
 Grade Level: 3-5

		<ul style="list-style-type: none"> <li>-the choice of tool will create different effects.</li> <li>-the choice of colors will evoke different emotional responses.</li> <li>- there are major themes / genres in painting (portrait, still life, landscape, abstraction)</li> </ul>	<ul style="list-style-type: none"> <li>-explore the textural possibilities of paint.</li> <li>-investigate the emotive qualities of color.</li> <li>- begin to explore the textural possibilities of painting media</li> </ul>	
<p><b>Unit 3</b>          Two and Three-Dimensional Design</p>	<p>What is design?          What is two-dimensional design?          What is three-dimensional design?          How do you set up a design plan?          What is space in design?          What is symmetry and balance?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>-sequencing is essential to the creation of a design.</li> <li>-there is a relationship between form and function.</li> <li>- there are specific materials appropriate to solving particular design problem(s)</li> <li>- that artists consider both positive and negative space in creating a composition or form</li> <li>- sculpture can be free moving as well as</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-prepare preliminary draft in a design solution.</li> <li>-revise drafts in a design solution.</li> <li>-follow objectives when creating a design.</li> <li>-translate two-dimensional visual information into three-dimensional form.</li> <li>- increase their perceptual awareness and hand / eye coordination in</li> </ul>	<p>1.1.5.D.1-2          1.2.5.A.1-2          1.3.5.D.1-5          1.4.5.A.2-4          1.4.5.B.1-3          double check</p>

Course Title: Elementary Art  
Grade Level: 3-5

		stationary	<p>transforming two dimensional information into a three dimensional form.</p> <ul style="list-style-type: none"><li>-create by adding and taking away material.</li><li>- identify types of symmetry</li><li>- consider and realize a sculptural object from all angles</li><li>- explore sculptural technique of addition (creation by adding) and subtraction (creation by taking form away) in various design projects</li><li>- explore surface texture and color in creating a sculpture</li></ul>	
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**Course Title: Elementary Art**  
**Grade Level: 3-5**

<p><b>Unit 4</b> Printmaking</p>	<p>What is the benefit of making a print versus using another media?  What can you print with?</p>	<ul style="list-style-type: none"> <li>- a print has a unique quality</li> <li>- multiple unique editions can be made</li> <li>- printmaking can be used to create patterns or multiple images</li> <li>- a wide variety of materials can used in the process of printmaking</li> <li>- there are major themes / genres in print-making (portrait, still life, landscape, abstraction)</li> <li>- there are different techniques and materials in print-making</li> <li>- how image repetition can be an effective technique in solving design problems</li> <li>- multiple materials can be used to create prints</li> </ul>	<ul style="list-style-type: none"> <li>- explore the process of printmaking (e.g., stamping, simple relief prints, monoprints).</li> <li>- explore the manipulation of prints with other media.</li> <li>- adjust for mirror image formation</li> </ul>	<p>1.1.5.D.1-2 1.2.5.A.1-2 1.3.5.D.1-5 1.4.5.A.2-4 1.4.5.B.1-3 double check</p>
<p><b>Unit 5</b> Mixed Media</p>	<p>What is mixed media?  What kind of materials</p>	<ul style="list-style-type: none"> <li>-multiple media in an art piece creates many levels of interest for the viewer.</li> </ul>	<ul style="list-style-type: none"> <li>-explore a wide variety of media in familiarizing</li> </ul>	<p>1.1.5.D.1-2 1.2.5.A.1-2 1.3.5.D.1-5</p>

**Course Title: Elementary Art**  
**Grade Level: 3-5**

	<p>would work best in a particular piece of art?          How can you combine different materials to create unity in a design?</p>	<p>-there is an interplay between materials that creates new meaning.          -how diverse components can create a unified composition.          - there are major themes / genres in mixed media (portrait, still life, landscape, abstraction)</p>	<p>themselves with the advantages and limitations of those materials.          - juxtapose, combine, layer and assemble various media to solve design problems and create new meaning          -explore the dynamic that objects, when combined, create new meaning and appearance.          -discover and explore the dynamic relationship (compliment or contrast) between various materials used</p>	<p>1.4.5.A.2-4          1.4.5.B.1-3          double check</p>
<p><b>Unit 6 History</b></p>	<p>How is art a part of history?          How is history recorded through art?          How are artists shaped by the ideas and</p>	<p>-art is classified by styles, time periods and movements          -artists are both influenced by their times and influential to their culture</p>	<p>-understand that art is classified by styles, time periods or movements          -differentiate between personal culture and foreign culture</p>	<p>1.1.5.D.1-2          1.2.5.A.1-2          1.4.5.A.1-2          double check</p>

**Course Title: Elementary Art**  
**Grade Level: 3-5**

	<p>values of their time?</p> <p>How does the past speak to the present?</p>	<ul style="list-style-type: none"> <li>- we are both participants and creators of history</li> <li>- art is based on synthesis of past and current movements and cultural trends</li> </ul>		
<p><b>Unit 7</b></p> <p><b>Critique</b></p>	<p>What is a critique?</p> <p>What is the value of a critique?</p> <p>How can we talk about art in an appropriate manner?</p>	<ul style="list-style-type: none"> <li>-you can appreciate art that you don't like or understand</li> <li>- art can evoke many different emotional responses</li> <li>-critique is a vehicle used in the revision process</li> <li>- familiarity can influence judgment and critique can open new understandings</li> </ul>	<ul style="list-style-type: none"> <li>-use the elements and principles to critique a work of art</li> <li>-use arts based vocabulary (based on the elements and principles) to express verbally what they observe and how they feel about a work of art</li> <li>-class critique based on how well student is meeting the stated criteria of the project</li> <li>- observe, suspend judgment and listen</li> </ul>	<p>1.4.5.A.1-4</p> <p>1.4.5.B.1-3</p> <p>double check</p>

**Course Title: Elementary Art**  
**Grade Level: 3-5**

<p><b>End -Course Benchmarks</b> What should students be able to do at this point in the year?</p>	<ul style="list-style-type: none"><li>- The basic application of color theory</li><li>- Appropriate use of tools for different mediums</li><li>- Demonstrate the steps in the creative process</li><li>- Proper care and handling of materials</li><li>- Demonstrate individual voice</li><li>- Understand the importance of good craftsmanship</li><li>- Understand the concept of art history</li><li>- Understand the value of critique</li></ul>
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**Course Title: Middle School Art**  
**Grade Level: 6-8**

<p><b>Core Concepts</b>            What Big Ideas will be studied in each unit?</p>	<p><b>Essential Questions</b>            These questions guide inquiry into the big ideas of the unit.</p>	<p><b>Enduring Understanding</b>            What specific, lasting and transferable understandings will result from the investigation?</p>	<p><b>Knowledge &amp; Skills</b>            What will students be able to do as a result of instruction?</p>	<p><b>N.J.C.C.C.S.</b></p>
<p><b>Unit 1</b>            Mark-Making</p>	<p>How and why is mark-making an essential component of a work of art?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>- mark-making defines the foundation of works of art</li> <li>- marks can be made using different media to create different effects</li> <li>- detail provides important information about the subject</li> <li>- overlapping and layering create a sense of depth and interest in forming special relationships (early perspective)</li> <li>- that artists consider both positive and negative space in creating a composition</li> <li>- value (light and shadow)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- increase their perceptual awareness and hand / eye coordination in transforming three dimensional information into a two dimensional drawing</li> <li>- identify and create foreground, middle ground, and background in a composition</li> <li>- explore the elements and principles of art through line</li> <li>- explore the concept of depth and spatial relationships in a drawing by creating</li> </ul>	<p>1.1.8.D.1-2            1.3.8.D.1-5            1.4.8.A.1,4</p>



**Course Title: Middle School Art**  
**Grade Level: 6-8**

		<p>creates volume</p> <ul style="list-style-type: none"> <li>- texture can be created through a variety of mark-making media</li> <li>- there are major themes / genres in mark-making (portrait, still life, landscape, abstraction)</li> <li>- different marks evoke different emotions</li> <li>- mark making can be a form of symbolic language</li> <li>- references are an essential part of the creative process</li> <li>- narrative is used to create art and art expresses narrative</li> </ul>	<p>foreground, middle-ground and background</p> <ul style="list-style-type: none"> <li>- explore and manipulate a wide variety of mark-making materials</li> <li>- identify and apply age appropriate art vocabulary</li> <li>- demonstrate chiaroscuro in creating volume</li> <li>- explore how different marks reflect the emotion of the artist</li> <li>- explore the use of symbols</li> <li>- gather and synthesize social and political references / issues and apply to the creative process</li> <li>- create a work of art that conveys narrative</li> </ul>	
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**Course Title: Middle School Art**  
**Grade Level: 6-8**

			<p>Develop a series based on a common theme</p>	
<p><b>Unit 2</b> Painting</p>	<p>How does color create mood?  Why choose a wet media over dry media in the creation of art?  How are colors created?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>- color defines spatial relationships</li> <li>- a wide variety of subjects can be portrayed through paint.</li> <li>- all colors can be created from primary colors.</li> <li>- tints and shades are created by mixing black or white to a color.</li> <li>- the choice of tool will create different effects.</li> <li>- the choice of colors will evoke different emotional responses.</li> <li>- there are major themes / genres in painting (portrait, still life, landscape, abstraction)</li> <li>- artists often revisit and rework paintings</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify primary and secondary colors by the art of mixing pigments</li> <li>- explore a wide range of application techniques.</li> <li>- explore a wide variety of paint media.</li> <li>- group colors into warm, cool and neutral families.</li> <li>- explore the textural possibilities of paint.</li> <li>- investigate the emotive qualities of color.</li> <li>- begin to explore the textural possibilities of painting media</li> <li>- explore the properties of paint</li> </ul>	<p>1.1.2.D.1-2 1.2.2.A.1-2 1.3.2.D.1-5 1.4.2.A.2-4 1.4.2.B.1-3</p>

**Course Title: Middle School Art**  
**Grade Level: 6-8**

		<ul style="list-style-type: none"> <li>- artists deconstruct works of art to create new imagery</li> <li>- references are an essential part of the creative process</li> <li>- narrative is used to create art and art expresses narrative</li> </ul>	<ul style="list-style-type: none"> <li>- revise their work</li> <li>- deconstruct and reassemble a work of art create a different aesthetic</li> <li>- gather and synthesize references and apply to the creative process</li> <li>- create a work of art that conveys narrative</li> </ul>	
<p><b>Unit 3</b> Two and Three-Dimensional Design</p>	<p>What is design?          What is two-dimensional design?          What is three-dimensional design?          How do you set up a design plan?          What is space in design?          What is symmetry and balance?</p>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>-sequencing is essential to the creation of a design.</li> <li>-there is a relationship between form and function.</li> <li>- there are specific materials appropriate to solving particular design problem(s)</li> <li>- that artists consider both positive and negative space in creating a composition or form</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-prepare preliminary draft in a design solution.</li> <li>-revise drafts in a design solution.</li> <li>-follow objectives when creating a design.</li> <li>-translate two-dimensional visual information into three-dimensional form.</li> <li>- increase their</li> </ul>	<p>1.1.2.D.1-2          1.2.2.A.1-2          1.3.2.D.1-5          1.4.2.A.2-4          1.4.2.B.1-3</p>

**Course Title: Middle School Art**  
**Grade Level: 6-8**

		<ul style="list-style-type: none"> <li>- sculpture can be free moving as well as stationary</li> <li>- references are an essential part of the creative process</li> <li>- a thematic body of work comes together to make an installation</li> </ul>	<p>perceptual awareness and hand / eye coordination in transforming two dimensional information into a three dimensional form.</p> <ul style="list-style-type: none"> <li>-create by adding and taking away material.</li> <li>- identify types of symmetry</li> <li>- consider and realize a sculptural object from all angles</li> <li>- explore sculptural technique of addition (creation by adding) and subtraction (creation by taking form away) in various design projects</li> <li>- explore surface texture and color in creating a sculpture</li> <li>- gather and synthesize references and apply to the creative process</li> </ul>	
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Course Title: Middle School Art  
 Grade Level: 6-8

			<ul style="list-style-type: none"> <li>- develop and implement a concept for an installation art piece</li> </ul>	
<p><b>Unit 4</b>          Printmaking</p>	<p>What is the benefit of making a print versus using another media?          What can you print with?</p>	<ul style="list-style-type: none"> <li>- a print has a unique quality</li> <li>- multiple unique editions can be made</li> <li>- printmaking can be used to create patterns or multiple images</li> <li>- a wide variety of materials can used in the process of printmaking</li> <li>- there are major themes / genres in print-making (portrait, still life, landscape, abstraction)</li> <li>- there are different techniques and materials in print-making</li> <li>- how image repetition can be an effective technique in solving design problems</li> </ul>	<ul style="list-style-type: none"> <li>- explore the process of printmaking (e.g., stamping, simple relief prints, monoprints).</li> <li>-explore the manipulation of prints with other media.</li> <li>- adjust for mirror image formation</li> <li>- gather and synthesize references and apply to the creative process</li> </ul>	<p>1.1.2.D.1-2            1.2.2.A.1-2            1.3.2.D.1-5            1.4.2.A.2-4            1.4.2.B.1-3</p>

Course Title: Middle School Art  
 Grade Level: 6-8

		<p>- references are an essential part of the creative process</p>		
<p><b>Unit 5</b> Mixed Media</p>	<p>What is mixed media?          What kind of materials would work best in a particular piece of art?          How can you combine different materials to create unity in a design?</p>	<p>-multiple media in an art piece creates many levels of interest for the viewer.          -there is an interplay between materials that creates new meaning.          -how diverse components can create a unified composition.          - there are major themes / genres in mixed media (portrait, still life, landscape, abstraction)          - references are an essential part of the</p>	<p>-explore a wide variety of media in familiarizing themselves with the advantages and limitations of those materials.          - juxtapose, combine, layer and assemble various media to solve design problems and create new meaning          -explore the dynamic that objects, when combined, create new meaning and appearance.</p>	<p>1.1.2.D.1-2          1.2.2.A.1-2          1.3.2.D.1-5          1.4.2.A.2-4          1.4.2.B.1-3</p>

**Course Title: Middle School Art**  
**Grade Level: 6-8**

		<p>creative process</p> <p>-artists often create with found objects</p>	<p>-discover and explore the dynamic relationship (compliment or contrast) between various materials used</p> <p>- gather and synthesize references and apply to the creative process</p> <p>- combine found objects to create a new form</p>	
<p><b>Unit 6 History</b></p>	<p>How is art a part of history?</p> <p>How is history recorded through art?</p> <p>How are artists shaped by the ideas and values of their time?</p> <p>How does the past speak to the present?</p>	<p>-art is classified by styles, time periods and movements</p> <p>-artists are both influenced by their times and influential to their culture</p> <p>- we are both participants and creators of history</p> <p>- art is based on synthesis of past and current movements and cultural trends</p>	<p>-understand that art is classified by styles, time periods or movements</p> <p>-differentiate between personal culture and foreign culture</p>	<p>1.1.2.D.1-2</p> <p>1.2.2.A.1-2</p> <p>1.4.2.A.1-2</p>

**Course Title: Middle School Art**  
**Grade Level: 6-8**

<p><b>Unit 7</b> <b>Critique</b></p>	<p>What is a critique?          What is the value of a critique?          How can we talk about art in an appropriate manner?</p>	<p>-you can appreciate art that you don't like or understand          - art can evoke many different emotional responses          -critique is a vehicle used in the revision process          - familiarity can influence judgment and critique can open new understandings          - self-critique is an important component of the creative process</p>	<p>-use the elements and principles to critique a work of art          -use arts based vocabulary (based on the elements and principles) to express verbally what they observe and how they feel about a work of art          -class critique based on how well student is meeting the stated criteria of the project          - observe, suspend judgment and listen          - reflect on their own work and articulate their intentions / choices</p>	<p>1.4.2.A.1-4          1.4.2.B.1-3</p>
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<p><b>End -Course Benchmarks</b> What should students be able to do at this point in the year?</p>	<ul style="list-style-type: none"><li>- The basic application of color theory</li><li>- Appropriate use of tools for different mediums</li><li>- Demonstrate the steps in the creative process</li><li>- Proper care and handling of materials</li><li>- Demonstrate individual voice</li><li>- Understand the importance of good craftsmanship</li><li>- Understand the concept of art history</li><li>- Understand the value of critique</li></ul>
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