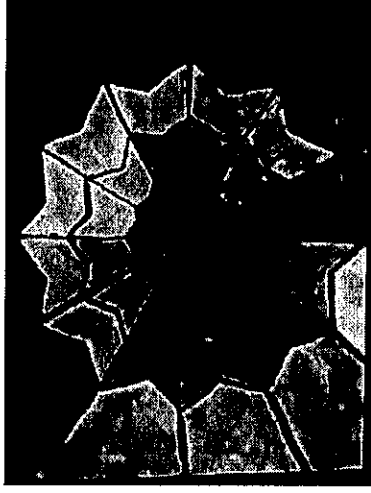


Secaucus
Board of
Education

Grades 6-8
Art Curriculum

Fine Art



Born on January 2017

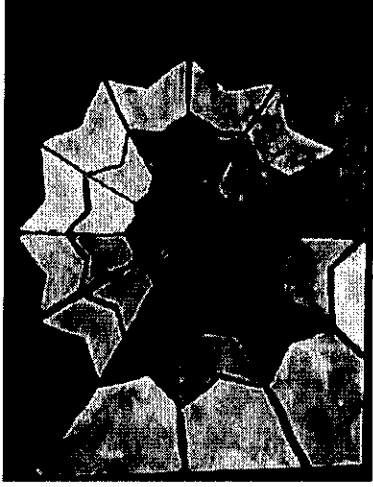
Aligned to the NJSLS for Visual and Performing Arts (2014), 21st Century Life and Careers (2014), ELA (2016), Mathematics (2016), Science (2016) and Technology (2014)

Adopted by the Secaucus Board of Education on January 19, 2017

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District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Course Description

According to the New Jersey Student Learning Standards for Fine Arts, “In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students demonstrate competency in the content knowledge and skills delineated for the selected arts discipline”

(<http://www.state.nj.us/education/cccs/2014/arts/standards.pdf>) Competency is attained when a student can:

1. Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.
2. Perceive artworks from structural, historical, cultural, and aesthetic perspectives.
3. Perform in a chosen area of the arts with developing technical ability, as well as the ability to recognize and conceive solutions to artistic problems.
4. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.

The 6-8 art program in the Secaucus School District will introduce students to art competency through the discovery of the ‘Creative Process’, ‘History of the Arts and Culture’, ‘Performing’, and ‘Aesthetic Responses & Critique Methodologies’. The middle school has a dedicated art teacher who will provide instruction to all students.

Interdisciplinary Connections

NJSLS (2014) 21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students:
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP10. Plan education and career paths aligned to personal goals.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.

NJSLS - English Language Arts (2016):

- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLS - Mathematics (2016):

- 6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.
- 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them.
- 8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software.
- 8.G.C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

NJSLS - Science (2014):

- MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- 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 - Technology (2014):

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

- 8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.
- 8.2.2.C.3 Explain why we need to make new products.
- 8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday Experiences.
- 8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
- 8.2.2.D.3 Identify the strengths and weaknesses in a product or system.
- 8.2.2.D.4 Identify the resources needed to create technological products or systems.
- 8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit: 1.1 Drawing, Painting, 3D Sculpture</p>	<p>1.1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, art, theatre and visual art.</p>
<p>Timing: Semester</p>	<p>56 minutes, 4 times per week</p>
<p>Standards: 1.1.8.D.1 <u>Content Statement:</u> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p>1.1.8.D.2 <u>Content Statement:</u> The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p>	<p>NJSLS - Visual and Performing Arts: 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific heritages.</p> <p>NOTE: By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can the elements of art help to express ideas about emotion, feeling and awareness? • What can the art that people create tell us about the world and 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand art's origin and metamorphosis throughout the canon of art and design as an integral aspect of our society both today and for centuries before.
<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Viewing and understanding various masterpieces from various cultures in which an artist illustrates something literal such as poetry, narrative or novel ideas. Illustrating ideas using the elements of art and principles of 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Viewing and understanding various masterpieces from various cultures in which an artist illustrates something literal such as poetry, narrative or novel ideas. Illustrating ideas using the elements of art and principles of

<p>time in which they lived?</p> <ul style="list-style-type: none"> •How can the environment and time-period in which an artist lives affect the aesthetics and meaning of their art? •How has culture evolved over time in terms of art and design? •Does art define culture or does culture define art? •What is old and what is new in any work of art? •How important is “new” in art? •How can visual art help create a world around us? •How does fine art relate to Literature in regard to images of famous paintings? •Can an image tell a story without words? •Using the elements of art and principles of design, what can a viewer learn about an artist’s message, theme or intent? •Synaesthesia: Does this piece of art create 	<ul style="list-style-type: none"> •Create awareness of other cultures’ traditions, customs, beliefs and art as a means of shaping and understanding our own current art, culture and traditions. 	<p>design as a guide in order to express a piece of literature or poetry.</p> <ul style="list-style-type: none"> •Understanding the role of Synesthesia in Art. Exploring the definition of Synesthesia and writing about a time when a photograph, print, painting, sculpture or digital image created other sensory feelings and emotions. •Exploring color and line through various forms of painting; painting explorations using watercolor and ink. •Viewing, studying and understanding the idea of the “Golden Ratio” as it relates to various subjects and themes throughout the canon of art and design and in relation to the artists who employed this ratio and where it was derived. •Practicing drawing skills using the five major geometric shapes as reference in order to understand their relationship to foundations of all drawings, paintings and sculptures throughout the canon of art and design.
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the sensation of smell, taste, sound, nostalgia?

- In what ways can art make a viewer feel as if they're in another time period throughout history?
- In what ways does Nature play a role in art?

- Creating a series of drawings in pencil and various dry mediums based on geometry, mathematics, form and higher-level rendering skill -building.
- Viewing, understanding and creating art in homage to pre-historic cave art of Spain and France.
- Becoming aware of Lascaux Caves while exploring the first evidence of art and proving art's universal nature.
- Using various dry and mixed media techniques on paper, rocks and leaves.
- Exploring Alexander Calder's contributions to art through mechanical engineering and mathematics by creating sculpture inspired by his mobiles and stables of the early nineteenth century America.
- Studying the art and life of Paul Cezanne focusing on his style and his being a direct influence upon the likes of Pablo Picasso and Georges Braque among other artists.

- Creating a series of landscapes

		<p>based on various artists and themes throughout the canon of art and design.</p> <ul style="list-style-type: none"> • Viewing, studying and understanding the proportion of the face as mapped out by Leonardo Da Vinci in order to create portraits based on various different artists and art movements throughout the canon of art and design.
<p>Assessments:</p> <ul style="list-style-type: none"> • Project based assessment • Rubrics • Art display inside and outside of the classroom • Discussion • Critique • Annual Art Show 	<p>Materials:</p> <ul style="list-style-type: none"> • Pencils, crayola markers, mr. sketch markers, crayola crayons, colored pencils, oil pastels, chalk pastels. • Watercolor paint palettes, acrylic paint, tempera paint • Various papers: Watercolor paper, construction paper, drawing paper, display boards, newspaper. • paint brushes of various sizes, shapes both synthetic and natural. • Glitter, beads, chenille sticks, “googley” eyes, wire, string, yarn. 	<p>Resources:</p> <ul style="list-style-type: none"> • promethean board for art imagery, examples, tutorials and instructor’s directions. • Art books, children’s books, literature, art-history books. • Posters of famous masterpieces, modern art and photography. • Exposure to imagery created by students, instructors and local artists. • Discussions and collaborations with colleagues regarding cross-curricular ideas.

	<ul style="list-style-type: none"> •Liquid white glue, glue sticks, scotch tape, masking tape, hot glue gun and glue sticks. •Scissors, hole punchers, staplers, staples, popsicle sticks, erasers, rulers, protractors, compass', stencils. Found objects: small: rocks, leaves, twigs and branches, pine cones, acorns... etc. •Water cups, mixing palettes, paint cups, paper towels, soap, rags and windex. 	<ul style="list-style-type: none"> •Museums, field trips, online museum explorations.
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<p>Unit: 1.2 Art Content Matter</p>	<p>1.2 History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across the cultures.</p>
<p>Timing: Semester</p>	<p>56 minutes, 4 times per week</p>
<p>Standards: 1.2.8.A.1 <u>Content Statement:</u> Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>1.2.8.A.2 <u>Content Statement:</u> Tracing the histories of dance, music, theatre and visual art in world cultures provides insight into the lives of people and their values.</p> <p>1.2.8.A.3 <u>Content Statement:</u> The arts reflect cultural mores and personal aesthetics throughout the ages.</p>	<p>NJSLS - Visual and Performing Arts:</p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 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>1.2.8.A.3 Analyze the social, historical and political impact of artists on culture and the impact of culture on the arts.</p> <p>NOTE: By the end of grade 8, all students demonstrate <i>COMPETENCY in the following content knowledge and skills for required area of specialization in DANCE, MUSIC, THEATRE or VISUAL ART.</i></p>

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> •What is old and what is new in any work of art? •How important is “new” in art? •Does art define culture or does culture define art? •What can viewing and understanding paintings from other centuries and cultures tell us about everyday life during that time period? How can this be inspiring or helpful to artists today? •What have Scientists learned about the culture, traditions and belief systems of prehistoric societies from studying the caves of France and Spain? •Would Pablo Picasso have discovered cubism without the innovations made by Paul Cezanne’s paintings? Would Van Gogh have painted as he did without the friendship of Gauguin? •What affects if any did Leonardo DaVinci’s drawings have on the industrial revolution? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Understand that culture affects self-expression, whether we realize it or not. •Realize that every artist has a style; every artistic period has a style. •Identify art as a reflection of the society and time period in which it was created. •Understand that artists share ideas and that the <i>technology of the day</i> affects the way in which these ideas are expressed. •Realize art’s connection to chronicling history as an integral part in documenting past and current societies from around the world. •Acknowledge and analyze the symbiotic relationship between art and culture throughout the ages. •Focus on ways that the creation of art is impacted by artistic styles, trends, movements and the social/political/historical context of the artist and their artwork. •Examine how artists communicate across social, historical, cultural, geographic, 	<ul style="list-style-type: none"> •Examine the evolution of portraiture up to and including its transition to a photographic process (beginning from paintings and drawings of aristocrats, to silhouettes, to daguerreotypes, etc.) to the digital age and accessibility of photographic processes to the masses, and mass communication outlets through virtual networks. •Focus on artists, such as Gustave Courbet, who discovered that the invention and widespread popularity of photography as a form of portraiture pushed realists into an anti-photographic movement, allowing for the ground-breaking art movements that followed. •Studying through the creation of visual arts, the various ways in which different groups of artists expressed their ideas through similar mediums and for similar reasons throughout time. •Comparing and contrasting the

	<p>socio-economic, linguistic, and political boundaries.</p> <ul style="list-style-type: none"> Analyze the effect the arts can have on global society (e.g., the infusion of American hip-hop culture into non-western societies like those of Ghana or Japan). 	<p>various similarities and differences between assignments in order to understand different cultures and the art produced by those cultures throughout the canon of art and design.</p> <ul style="list-style-type: none"> Using digital photography as a means to explore technology's impact on art and design today. Discussing different artists and art movements from various cultures around the world; their contributions to art, design and society. Drawing and designing inventions based on the art of Leonardo Da Vinci and his flying machines etc.
<p>Assessments:</p> <ul style="list-style-type: none"> Project based assessment <p>Such as:</p> <ul style="list-style-type: none"> Create a photo montage or short film highlighting how the emergence of photography in the mid-nineteenth century profoundly influenced painting and how it called into question the meaning of art. <p>Or</p> <ul style="list-style-type: none"> Collaborate on a large-scale group project that documents the breakthroughs made 	<p>Materials:</p> <ul style="list-style-type: none"> Pencils, crayola markers, mr. sketch markers, crayola crayons, colored pencils, oil pastels, chalk pastels. Watercolor paint palettes, acrylic paint, tempera paint Various papers: Watercolor paper, construction paper, drawing paper, display boards, newspaper. 	<p>Resources:</p> <ul style="list-style-type: none"> promethean board for art imagery, examples, tutorials and instructor's directions. Art books, children's books, literature, art-history books. Posters of famous masterpieces, modern art and photography. Exposure to imagery created by students,

<p>by artists such as Matisse, Cézanne, Picasso, Braque, Klimt, Kahlo, O'Keeffe, Pollock, Krasner, Cassatt etc. Display this image within the school community.</p> <ul style="list-style-type: none"> •Rubrics • Art display inside and outside of the classroom •Discussion •Critique •Annual Art Show 	<ul style="list-style-type: none"> •paint brushes of various sizes, shapes both synthetic and natural. • Glitter, beads, chenille sticks, “googley” eyes, wire, string, yarn. •Liquid white glue, glue sticks, scotch tape, masking tape, hot glue gun and glue sticks. •Scissors, hole punchers, staplers, staples, popsicle sticks, erasers, rulers, protractors, compass’, stencils. Found objects: small: rocks, leaves, twigs and branches, pine cones, acorns... etc. •Water cups, mixing palettes, paint cups, paper towels, soap, rags and windex. 	<p>instructors and local artists.</p> <ul style="list-style-type: none"> •Discussions and collaborations with colleagues regarding cross-curricular ideas. •Museums, field trips, online museum explorations.
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<p>Unit: 1.3 Techniques, skills and approaches to observational art making with various mediums.</p>	<p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theatre and visual art.</p>
<p>Timing: Semester</p>	<p>56 minutes, 4 times per week</p>
<p>Standards:</p> <p>1.3.8.D.1 <u>Content Statement:</u> The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion and rhythm/movement.</p> <p>1.3.8.D.2 <u>Content Statement:</u> Themes in art are often communicated through symbolism, allegory or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.</p>	<p><i>NJSLS - Visual and Performing Arts:</i></p> <p>1.3.8.D.1 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 art media and art mediums to enhance the expression of creative ideas (e.g. perspective implied space, illusionary depth, value and pattern.)</p> <p>1.3.8.D.2 Apply various art media, art mediums, 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>1.3.8.D.3 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>1.3.8.D.4 Delineate the thematic content of multicultural artworks; plan, design and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.5 Examine the characteristics, thematic content and symbolism found in works of art from diverse cultural and historical eras; use these visual statements as inspiration for</p>

1.3.8.D.3

Content Statement: The classification of art into various art genres depends on the formal aspects of visual statements (e.g. physical properties, theoretical components, cultural context.) Many genres of art are associated with discipline- specific arts terminology.

1.3.8.D.4

Content Statement: Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

1.3.8.D.5

Content Statement: Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.

1.3.8.D.6

Content Statement: The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media)

original artworks.

1.3.8.D.6 Synthesize the physical properties, processes and techniques for visual communication in multiple art media (including digital media,) and apply this knowledge to the creation of original artworks.

NOTE: By the of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate competency in the following content knowledge and skills.

<p>may inform choices about visual communication and art-making techniques.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> •To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? •How does creating and performing in the arts differ from viewing the arts? •In what ways may the principles of design assist a young artist in interpreting and expressing ideas? •How can expressing the same idea, theme, subject matter or allegorical imagery in more than one medium and in a multitude of styles help to understand and express ideas more clearly? •What are some of your favorite different themes that exist across 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> •Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. •The artistic process can lead to unforeseen or unpredictable outcomes. •Study, identify and experiment with various techniques, skills and problem-solving strategies (inspired by the Masters and major art movements throughout history and from diverse cultures,) in order to express ideas through visual art. •Use the elements of art and principles of design to identify similarities and differences within diverse cultural art. •Create art inspired by different genres, styles, techniques and skills mastered by various 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> •Collaborate in a class wide “master copy” project in order to analyze the compositional design components of paintings stemming from different cultural traditions. Consider their use of spatial relationships as well as the scale, orientation and proportion of the shapes and predominant colors used in the composition of the picture(s). •Drawing, painting and creating sculpture inspired by diverse artists, themes, masterpieces, art movements and genres. •Expressing the same idea, theme, subject matter or allegorical imagery in more than one medium and in a multitude of styles help to understand and express ideas more clearly.

<p>historical eras and expand beyond different, various cultures? How have you used these themes to express ideas within your own art?</p> <ul style="list-style-type: none"> • Why is learning <i>the language of art</i> (discipline specific terminology,) important to creating coherent images that express clear ideas about society, politics, culture traditions and customs? How can one relate this to creative problem solving? • What role can media play in the stylistic approach and synaesthetic qualities of the artwork? 	<p>groups of people with different cultures, customs and traditions.</p> <ul style="list-style-type: none"> • Understand the idea of Allegory and its role throughout history in all forms of art, largely because it can readily illustrate complex ideas and concepts in ways that are comprehensible or striking to its viewers, readers, or listeners. 	<ul style="list-style-type: none"> • Creating works of art in the form of series where subject matter is interpreted with different mediums inspired by techniques and skills learned from diverse artists representing various cultures throughout the canon of art and design. • Solving problems creatively using the elements of art and principles of designs as tools to achieve objectives.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<ul style="list-style-type: none"> • Project based assessment • Rubrics • Art display inside and outside of the classroom • Discussion 	<ul style="list-style-type: none"> • Pencils, crayola markers, mr. sketch markers, crayola crayons, colored pencils, oil pastels, chalk pastels. • Watercolor paint palettes, acrylic paint, tempera paint • Various papers: Watercolor paper, construction paper, drawing paper, display boards, newspaper. 	<ul style="list-style-type: none"> • promethean board for art imagery, examples, tutorials and instructor's directions. • Art books, children's books, literature, art-history books. • Posters of famous masterpieces, modern art and photography. • Exposure to imagery created by students,

<ul style="list-style-type: none"> • Critique • Annual Art Show 	<ul style="list-style-type: none"> • paint brushes of various sizes, shapes both synthetic and natural. • Glitter, beads, chenille sticks, “googley” eyes, wire, string, yarn. • Liquid white glue, glue sticks, scotch tape, masking tape, hot glue gun and glue sticks. • Scissors, hole punchers, staplers, staples, popsicle sticks, erasers, rulers, protractors, compass’. <p>Found objects: small: rocks, leaves, twigs and branches, pine cones, acorns... etc.</p> <ul style="list-style-type: none"> • Water cups, mixing palettes, paint cups, paper towels, soap, rags and windex. 	<p>instructors and local artists.</p> <ul style="list-style-type: none"> • Discussions and collaborations with colleagues regarding cross-curricular ideas. • Museums, field trips, online museum explorations.
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<p>Unit: 1.4 Applying knowledge of content, skills, subject matter, creation and historical reference in the spirit of improvement, appreciation and awareness.</p>	<p>1.4 Aesthetic Responses & Critique Methodologies: All Students will demonstrate and apply an understanding of arts philosophies, judgement and analysis to works of art in dance, music, theatre and visual art.</p>
<p>Timing: Semester</p>	<p>56 minutes, 4 times per week.</p>
<p>Standards:</p> <p>Aesthetic Responses 1.4.8.A.1 <u>Content Statement:</u> Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>1.4.8.A.2 <u>Content Statement:</u> Art may be used for utilitarian and non-utilitarian purposes.</p>	<p><i>NJSLS - Visual and Performing Arts:</i></p> <p><u>Aesthetic Responses:</u></p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre and visual art.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends and movements in dance, music, theatre and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs or values.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre and visual art.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>

1.4.8.A.3

Content Statement: Performance technique in dance, music, theatre and visual art varies according to historical era and genre.

1.4.8.A.4

Content Statement: Abstract ideas may be expressed in works of dance, music, theatre and visual art using a genre's stylistic traits.

1.4.8.A.5

Content Statement: Symbolism and metaphor are characteristics of art and art-making.

1.4.8.A.6

Content Statement: Awareness of basic elements of style and design in dance, music, theatre and visual art inform the creation of criteria for judging originality.

1.4.8.A.7 Analyze the form, function, craftsmanship and originality of representative works of dance, music, theatre and visual art.

Critique Methodologies

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre and visual art.

1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

NOTE: By the end of grade 8, all students demonstrate *COMPETENCY in the following content knowledge and skills for required area of specialization in DANCE, MUSIC, THEATRE or VISUAL ART.*

1.4.8.A.7

Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship and originality.

Critique Methodologies

1.4.8.B.1

Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

1.4.8.B.2

Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

<p>1.4.8.B.3</p> <p><u>Content Statement:</u> Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Does art define culture or does culture define art? • What's the difference between a thoughtful and a thoughtless artistic judgment? • What is old and what is new in any work of art? <p>How important is "new" in art?</p> <ul style="list-style-type: none"> • How can using the proper language to discuss and critique art help an artist to understand his or her inspirations and aspirations? • Why are the principles of design helpful in solving problems 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand that aesthetics fosters artistic appreciation; interpretation, imagination, significance and value. • Become aware that the point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision-making. • Explore the notion that experts can and do disagree about the value, power and source of art. • Acknowledge the universal nature of the elements of art and principles of designs as applied to each different subject matter. Thus 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Speaking about one's own artwork as well as the artwork of one's peers using language that is specific to the subject matter using the elements of art and principles of design as a guideline and point of reference. • Participating in one-on-one instructor critique and group critiques and discussions. • Assessing the progress and eventually the success of the one's own artwork in comparison to the task at hand while using the elements of art and principles of design to inform decisions and assessments. • Constructively critiquing the
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<p>creatively?</p> <ul style="list-style-type: none"> • Can understanding ideas, customs, traditions and beliefs of diverse cultures as well as our own help us to improve our art? Please illustrate the ways in which knowledge of past cultures, techniques and art forms helps to inspire us today. 	<p>generating observational and emotional responses based on formal observations.</p> <ul style="list-style-type: none"> • Understand that distinctions within art include objects and images that are used for living, working, creating, survival and objects that are used for metaphoric and aesthetic purposes only; Our understanding of the concept of “the period eye” can affect how we interpret these concepts. • Make educated judgements about art (judgements that are informed by the elements of art and principles of design) in the spirit of education, understanding and awareness. • Participate in class or individual critique; understand the importance of critique and discussions surrounding visual art. • Analyze art with an informed language and understand that political, social and economic ideas affect art while art sometimes affects the world in which we live. 	<p>artwork of one’s peer with the intent to help improve the class’s understanding of art and design.</p> <ul style="list-style-type: none"> • Using rubrics based on the elements of art and principles of design to self-assess progress during art creation.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<ul style="list-style-type: none"> • Project based assessment 	<ul style="list-style-type: none"> • Pencils, crayola markers, mr. sketch markers, crayola crayons, colored pencils, oil pastels, 	<ul style="list-style-type: none"> • promethean board for art imagery, examples, tutorials and instructor’s

<ul style="list-style-type: none"> • Rubrics • Art display inside and outside of the classroom • Discussion • Critique • Annual Art Show 	<p>chalk pastels.</p> <ul style="list-style-type: none"> • Watercolor paint palettes, acrylic paint, tempera paint • Various papers: Watercolor paper, construction paper, drawing paper, display boards, newspaper. • paint brushes of various sizes, shapes both synthetic and natural. • Glitter, beads, chenille sticks, “googley” eyes, wire, string, yarn. • Liquid white glue, glue sticks, scotch tape, masking tape, hot glue gun and glue sticks. • Scissors, hole punchers, staplers, staples, popsicle sticks, erasers, rulers, protractors, compass’. <p>Found objects: small: rocks, leaves, twigs and branches, pine cones, acorns... etc.</p> <ul style="list-style-type: none"> • Water cups, mixing palettes, paint cups, paper towels, soap, rags and windex. 	<p>directions.</p> <ul style="list-style-type: none"> • Art books, children’s books, literature, art-history books. • Posters of famous masterpieces, modern art and photography. • Exposure to imagery created by students, instructors and local artists. • Discussions and collaborations with colleagues regarding cross-curricular ideas. • Museums, field trips, online museum explorations.
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