Art

Grade 7, Fine & Performing Arts

Developed By: Jessica Manley
Reviewed By: Mr. Vincent Vicchiariello
Adopted: June 2022; **Reviewed & Readopted:** Fall 2026

Scope and Sequence

- Unit 1: Drawing
- Unit 2: Painting / Color Theory
- Unit 3: Mixed Media / Collage / Fabrics & Fibers
- Unit 4: Sculpture / Ceramics

Month	Unit	Activities/Assessments
September MP 1	Unit 1: Drawing	• Observational, Gesture, Contour line drawings. Explore different types of drawing techniques and identify how lines can be used in a variety of ways to create different movement and texture.
October MP1	Unit 1: Drawing	• Value studies and grid drawings of realistic subject matter including facial features and bodies. using a variety of drawing mediums.
November MP 2	Unit 1: Drawing	• One point perspective room /city / building drawings showing space both implied and actual space/depth in a work of art using various drawing mediums.
December MP 2	Unit 2: Painting / Color Theory	• Color Wheels: Students will identify primary,secondary, tertiary, and analogous colors on the color wheel. Students will create original artwork using the color wheel as inspiration.
January MP 3	Unit 2: Painting / Color Theory	• Perspective Paintings: Students will be introduced to basic concepts of perspective using the atmospheric painting technique. Students will be introduced to how space affects color and size of objects in paintings as well as create an original painting to demonstrate an understanding of basic perspective principals.
February MP 3	Unit 2: Painting / Color Theory	• Collaborative or Individual culminating painting that touches on colory theory and brushwork.
March	Unit 3: Mixed Media / Collage / Fabrics & Fibers	• Introduction to Printmaking: Students will be introduced to printmaking and the concepts of producing multiple similar

MP 3		artworks at once. Students will be given historical context of printmaking. Students will create their own prints using a variety of available printmaking techniques such as linocuts, foil prints, and foam prints.
April MP 4	Unit 3: Mixed Media / Collage / Fabrics & Fibers	● Create original works of art based on environments familiar to students (home, school, cityscapes, beaches, parks etc.) using a variety of mediums.
May MP 4	Unit 4: Sculpture / Ceramics	● Slab building technique, students will assemble a ceramic sculpture using the slab building technique. Students will be introduced to sculpture vocabulary and various assembling techniques. Students will go through the creative process from blueprints, to final sculpture.
June MP 4	Unit 4: Sculpture / Ceramics	● Ceramic vessels: Students will create pinch pots, and coil vessels. Students will go through the process of creating a blueprint sketch, building a vessel and glazing.

Unit 1		
Drawing		
Summary and Rationale		
Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. Drawing has creative, expressive and educational value; it remains fundamental to translating and analyzing the world. Drawing remains a central and pivotal activity to the work of many artists and designers – a touchstone and tool of creative exploration that informs visual discovery. It fundamentally enables the visualization and development of perceptions and ideas. The role of drawing in education remains critical, and not just to the creative disciplines in art and design for which it is foundational.		
Recommended Pacing		
8 - 15 class sessions		
Standards		
NJSLS: Visual and Performing Arts (link)		
1.5.8.Cr: CREATING: Generating and conceptualizing ideas.		
1.5.8.Cr.1	1.5.8.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	By the end of Grade 8	● a. 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. ● b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.makers.
1.5.8.Cr.2	1.5.8.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	By the end of Grade 8	● a. Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. ● c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr.3	1.5.8.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	

	By the end of Grade 8	• a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement
1.5.8.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.8.Pr.4	1.5.8.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 8	• a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr.5	1.5.8.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 8	• a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr.6	1.5.8.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	By the end of Grade 8	• a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
1.5.8.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.8.Re.7	1.5.8.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	By the end of Grade 8	• a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. • b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re.8	1.5.8.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 8	• a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re.9	1.5.8.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	By the end of Grade 8	• a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		

1.5.8.Cn.10	1.5.8.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	By the end of Grade 8	● a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn.11	1.5.8.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	By the end of Grade 8	● a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● b. Analyze and contrast how art forms are used to reflect global issues, including climate change.
Social Emotional Learning Competencies (link)		
Self-Awareness		**1. Recognize one's feelings and thoughts** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **2. Recognize the impact of one's feelings and thoughts on one's own behavior** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **3. Recognize one's personal traits, strengths and limitations** ● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group. ● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths. **4. Recognize the importance of self-confidence in handling daily tasks and challenges** ● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles ● Evaluate progress and adjust plan when there is little to no progress ● Identify one's strengths and next steps for reinforcing areas of need
Self-Management		**5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors**

	● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors ● Identify strategies for dealing with areas of personal discomfort ● Describe strategies for releasing negative feelings and managing negative moods ● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress **6. Recognize the skills needed to establish and achieve personal and educational goals** ● Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement ● Demonstrate an understanding that goal setting promotes lifelong success ● Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.) ● Define a measurable personal goal that reflects an area of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals ● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles
Social-Awareness	**8. Recognize and identify the thoughts, feelings and perspectives of others** ● Differentiate between the factual and emotional content of what a person presents ● Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions) ● Analyze the thoughts and beliefs of others contrary to their own **9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds** ● Explain how individual, social, and cultural differences may increase stereotyping ● Demonstrate an increased understanding of cultural differences ● Recognize how one's own perspective and biases impact interactions with others **10. Demonstrate an understanding of the need for mutual respect when viewpoints differ**

	● Understand different group dynamics and respond in accordance with social rules ● Evaluate how social and cultural norms and values have an effect on personal interactions ● Interpret social cues and design reactions in response to those cues ● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives **11. Demonstrate an awareness of the expectations for social interactions in a variety of settings** ● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions ● Understand group dynamics and respond appropriately ● Evaluate how social and cultural norms and values influence personal interactions ● Interpret social cues and design reactions in response to those cues
Relationship Skills	**12. Establish and maintain healthy relationships** ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions ● Evaluate strategies for avoiding risky behavior in different situations ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms) **13. Utilize positive communication and social skills to interact effectively with others** ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision **14. Identify ways to resist inappropriate social pressure** ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when making decisions ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making **15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways** ● Understand the qualities of healthy dating relationships ● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness) ● Recognize how relationships grow and change with peers, teachers, and others

	16. Identify who, when, where, or how to seek help for oneself or others when needed ● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations ● Effectively demonstrate in social interactions how to present information to an audience of various backgrounds
Responsible Decision-Making	**17. Develop, implement and model effective problem solving and critical thinking skills** ● Define social networking, its role in social pressure and its impact on their life ● Demonstrate the ability to be true to personal values when interacting with others ● Identify consequences of safe and risky behaviors **18. Identify the consequences associated with one's actions in order to make constructive choices** ● Utilize effective communication skills to resolve conflicts ● Recognize the role miscommunication may play in creating conflicts ● Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases **19. Evaluate personal, ethical, safety and civic impact of decisions** ● Demonstrate the ability to evaluate the usefulness of different community resources ● Demonstrate the qualities of a trusting role model ● Consistently demonstrate self-advocacy strategies

Interdisciplinary Connections	
Career Readiness, Life Literacies and Key Skills	
NJSLS-CLK	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.1 Personal Financial Literacy	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4 Life Literacies and Key Skills	

9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
Integration of Technology	
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Creating **Anchor Standard 1: Generating and conceptualizing ideas.** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. **Anchor Standard 2: Organizing and developing ideas.** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. **Anchor Standard 3: Refining and completing products.** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. *Presenting* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. **Anchor Standard 5: Developing and refining**	*Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? **Anchor Standard 2: Organizing and developing ideas.** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? **Anchor Standard 3: Refining and completing products.** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? *Presenting* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation

techniques and models or steps needed to create products. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. **Anchor Standard 6: Conveying meaning through art.** Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. *Responding* **Anchor Standard 7: Perceiving and analyzing products.** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. **Anchor Standard 8: Interpreting intent and meaning.** People gain insights into meanings of artworks by engaging in the process of art criticism. **Anchor Standard 9: Applying criteria to evaluate products.** People evaluate art based on various criteria. *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? **Anchor Standard 6: Conveying meaning through art.** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? *Responding* **Anchor Standard 7: Perceiving and analyzing products.** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? **Anchor Standard 8: Interpreting intent and meaning.** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? **Anchor Standard 9: Applying criteria to evaluate products.** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** 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 preserve aspects of life?

Evidence of Learning (Assessments)	
• Classroom Observations and Questioning • Teacher Observation of participation, sketches, planning, and research • Student Reflections (Sketchbook, accordion book/journal, written artist statements) • Final Projects (rubric) • Student Portfolios • Performance Evaluations • Pre and post assessments • Self-evaluations (rubric) • Exit Tickets • Thinking Routines (see-think-wonder, 3-2-1, etc) • Critiques	
Objectives (SLO)	
Students will know: **Creating** ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. ● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. ● There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. ● Each arts discipline has distinct characteristics, as do the artists who create them **Presenting** ● How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria ● Develop a personal philosophy regarding the nature of art and the subject of their work ● Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer. **Responding** ● Exposure to a range of art is key to how we interpret, respond, and create art.	Students will be able to: **Creating** ● Students will explore variations in line, contour line, and gestural line. ● Students will demonstrate shading through value change utilizing varying pencil leads from H-B. ● Students will be able to demonstrate the proper proportion of the human face (5 eye head method) through portraiture. ● Students will be able to draw and shade realistic facial features. ● Students will be able to demonstrate One- Point Linear Perspective and terminology (horizon line, vanishing point, orthogonal line, foreground, middle ground, background). ● Students will be introduced to basic charcoal rendering techniques utilizing compressed, vine, pencils, and tortillions. **Presenting** ● Students will participate in formal and informal critiques ● Analyze how artists use lines to create social, historical, and/or political ideas.. ● Students will use rubrics to self evaluate artwork. ● Students will participate in selecting and presenting work for art shows. ● Students will practice using the Grid Method to enlarge drawings using proper measurement skills. **Responding** ● Students will interpret various drawing techniques ● Use drawing media to create original artwork in one point perspective that demonstrates the principle of

- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.
- Technical skills, vocabulary and knowledge necessary for creative and expressive production
- Appropriate media, subject matter, and symbols for expression
- Problem solving techniques for originality, flexibility, fluency, and imagination

Connecting

- Relationships exist between visual arts history, culture, and other disciplines
- Art affects and is affected by the culture and world around us.
- Art is related to all other disciplines.
- Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.
- Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.

unity (e.g., perspective, implied space, illusionary depth).

- Students will analyze artwork that employs various principles of balance, emphasis, and proportion to express the creative idea.

Connecting

- Describe formal structures and art making techniques used in the creation of two and three dimensional artwork from different cultures and historical eras and incorporate some of these stylistic nuances to the creation of original two and three-dimensional art work.
- Generate observational and emotional responses to diverse culturally and historically specific masterworks of visual art. Apply characteristics of exemplars to the creation of original two and three-dimensional works of art that evoke a similar categorical response.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Peacock Dress by Aubrey Beardsley
- Paul Signac's Portrait of Felix Fenon
- Alexei von Jawlensky's Saviour's Face Renunciation
- Take the Train to Harlem by James Rizzi
- Sonia Delaunay Rhythm or Squares
- Sol Lewitt Costruzione Cubica or Four Geometric Figures of a Room
- Jim Dine's heart paintings
- Adolf Wolfli General View of the Island Neveranger
- The Church at Auvers by Vincent Van Gough
- Narrative paintings of everyday life by Horace Pippin
- Grandma Moses
- Norman Rockwell
- Edouard Manet
- Narrative art found in the Lascaux cave paintings

Resources (websites, books, videos):

- https://collections.louvre.fr/en/
- https://www.metmuseum.org/art/collection
- https://artsandculture.google.com/

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Key Terms

background	cone	cube	cylinder
diagonal	dotted-line	foreground	geometric
horizon	horizontal	landscape	line
organic	overlapping	portrait	proportion
pyramid	shadow	sphere	still-life
technique	vertical	wavy-line	zig-zag

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❑ Act as a responsible and contributing community member and employee.
- ❑ Consider the environmental , social, and economic impacts and decisions
- ❑ Demonstrate creativity and innovation
- ❑ Utilize critical thinking to make sense of problems and persevere in solving them
- ❑ Demonstrate creativity and innovation.
- ❑ Model integrity, ethical leadership and effective management
- ❑ Plan education and career paths aligned to personal goals
- ❑ Use technology to enhance productivity increase collaboration and communicate effectively
- ❑ Work productively in teams while using cultural global competence

Unit 2		
Painting / Color Theory		
Summary and Rationale		
Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. The creative, expressive and educational value experienced in drawing is continued and expanded upon with painting. Painting gives students the opportunity to convey ideas, express emotion, use their senses, explore color, explore process and outcomes, and create aesthetically pleasing works and experiences.		
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8 - 15 class sessions		
Standards		
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	By the end of Grade 8	● a. Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. ● c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
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	By the end of Grade 8	● a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. ● b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re.8	1.5.8.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 8	● a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re.9	1.5.8.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	By the end of Grade 8	● a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.8.Cn.10	1.5.8.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	

	By the end of Grade 8	● a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn.11	1.5.8.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	By the end of Grade 8	● a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● b. Analyze and contrast how art forms are used to reflect global issues, including climate change.
Social Emotional Learning Competencies (link)		
Self-Awareness		**1. Recognize one's feelings and thoughts** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **2. Recognize the impact of one's feelings and thoughts on one's own behavior** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **3. Recognize one's personal traits, strengths and limitations** ● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group. ● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths. **4. Recognize the importance of self-confidence in handling daily tasks and challenges** ● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles ● Evaluate progress and adjust plan when there is little to no progress ● Identify one's strengths and next steps for reinforcing areas of need
Self-Management		**5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors** ● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors

	● Identify strategies for dealing with areas of personal discomfort ● Describe strategies for releasing negative feelings and managing negative moods ● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress **6. Recognize the skills needed to establish and achieve personal and educational goals** ● Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement ● Demonstrate an understanding that goal setting promotes lifelong success ● Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.) ● Define a measurable personal goal that reflects an area of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals ● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles
Social-Awareness	**8. Recognize and identify the thoughts, feelings and perspectives of others** ● Differentiate between the factual and emotional content of what a person presents ● Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions) ● Analyze the thoughts and beliefs of others contrary to their own **9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds** ● Explain how individual, social, and cultural differences may increase stereotyping ● Demonstrate an increased understanding of cultural differences ● Recognize how one's own perspective and biases impact interactions with others **10. Demonstrate an understanding of the need for mutual respect when viewpoints differ** ● Understand different group dynamics and respond in accordance with social rules ● Evaluate how social and cultural norms and values

	have an effect on personal interactions ● Interpret social cues and design reactions in response to those cues ● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives **11. Demonstrate an awareness of the expectations for social interactions in a variety of settings** ● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions ● Understand group dynamics and respond appropriately ● Evaluate how social and cultural norms and values influence personal interactions ● Interpret social cues and design reactions in response to those cues
Relationship Skills	**12. Establish and maintain healthy relationships** ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions ● Evaluate strategies for avoiding risky behavior in different situations ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms) **13. Utilize positive communication and social skills to interact effectively with others** ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision **14. Identify ways to resist inappropriate social pressure** ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when making decisions ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making **15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways** ● Understand the qualities of healthy dating relationships ● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness) ● Recognize how relationships grow and change with peers, teachers, and others **16. Identify who, when, where, or how to seek help for oneself or others when needed** ● Understand and be able to demonstrate how to

	effectively communicate with others in a variety of social situations ● Effectively demonstrate in social interactions how to present information to an audience of various backgrounds
Responsible Decision-Making	**17. Develop, implement and model effective problem solving and critical thinking skills** ● Define social networking, its role in social pressure and its impact on their life ● Demonstrate the ability to be true to personal values when interacting with others ● Identify consequences of safe and risky behaviors **18. Identify the consequences associated with one's actions in order to make constructive choices** ● Utilize effective communication skills to resolve conflicts ● Recognize the role miscommunication may play in creating conflicts ● Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases **19. Evaluate personal, ethical, safety and civic impact of decisions** ● Demonstrate the ability to evaluate the usefulness of different community resources ● Demonstrate the qualities of a trusting role model ● Consistently demonstrate self-advocacy strategies

Interdisciplinary Connections	
Career Readiness, Life Literacies and Key Skills	
NJSLS-CLK	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.1 Personal Financial Literacy	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4 Life Literacies and Key Skills	
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
Integration of Technology	
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Creating **Anchor Standard 1: Generating and conceptualizing ideas.** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. **Anchor Standard 2: Organizing and developing ideas.** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. **Anchor Standard 3: Refining and completing products.** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. *Presenting* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**	*Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? **Anchor Standard 2: Organizing and developing ideas.** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? **Anchor Standard 3: Refining and completing products.** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? *Presenting* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. **Anchor Standard 6: Conveying meaning through art.** Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. *Responding* **Anchor Standard 7: Perceiving and analyzing products.** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. **Anchor Standard 8: Interpreting intent and meaning.** People gain insights into meanings of artworks by engaging in the process of art criticism. **Anchor Standard 9: Applying criteria to evaluate products.** People evaluate art based on various criteria. *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? **Anchor Standard 6: Conveying meaning through art.** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? *Responding* **Anchor Standard 7: Perceiving and analyzing products.** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? **Anchor Standard 8: Interpreting intent and meaning.** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? **Anchor Standard 9: Applying criteria to evaluate products.** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** 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 preserve aspects of life?
Evidence of Learning (Assessments)	

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Objectives (SLO)

Students will know:	Students will be able to:
Creating ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. ● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. ● There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. ● Each arts discipline has distinct characteristics, as do the artists who create them **Presenting** ● How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria ● Develop a personal philosophy regarding the nature of art and the subject of their work ● Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer. **Responding** ● Exposure to a range of art is key to how we interpret, respond, and create art. ● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. ● Technical skills, vocabulary and knowledge necessary for creative and expressive production ● Appropriate media, subject matter, and symbols for expression ● Problem solving techniques for originality, flexibility, fluency, and imagination **Connecting** ● Relationships exist between visual arts history, culture, and other disciplines ● Art affects and is affected by the culture and world around us. ● Art is related to all other disciplines.	**Creating** ● Compare applications of the principle of design in two-dimensional works of peers, known and emerging artists from diverse cultures and historical eras. Design and create paintings that an understanding of the elements and principles of design ● Integrate the principles of design of emphasis in original two and three-dimensional art works and explain how this principle of design is used to communicate the artistic intent of peer and diverse known and emerging artists **Presenting** ● Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture . ● Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create emotion and personal response, etc.). ● Identify, select and define those elements and principles of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work. **Responding** ● Discuss the lineage of famous artists and their connection to cultures past and present ● Use symbolism for pictorial representation/visual communication in the creation of works of art stemming from real life observation for inspiration. ● Demonstrate a variety of brush styles and appropriate types for use in watercolor, and acrylic painting. ● Demonstrate concepts of color theory including primary, secondary, and warm and cool color schemes. ● Demonstrate watercolor techniques including wet on wet, dry brush, and color resist. ● Demonstrate a variety of painting application methods including color mixing, and blending techniques. **Connecting** ● Identify the characteristics of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). ● Recognize that individuals have different opinions about various works of art by sharing individual responses for liking or disliking specific aspects of a particular work of art.

• Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art. • Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.	• Participate in collaborative critiques and provide and receive feedback with their peers.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Frederic Edwin Church Rainy Season in the Tropics
- Andrea del Verrocchio Tobias and the Angel
- The paintings of Pablo Picasso
- The paintings of Henri de Toulouse-Lautrec
- The paintings of Pierre-Auguste Renoir
- Fernand Leger's Homage to Louis David
- Katsushika Hokusai's Evening Scene on the Occasion of the Festival of Lanterns
- Georgia O'Keefe's flower paintings
- Sweetgrass Basketry
- Navajo Dream Catchers
- The stroboscope photography of Harold Edgerton including Milk Drop Coronet or Back Dive
- Grant Wood's American Gothic
- Pablo Picasso's collage Three Musicians
- Sugar Cane, a portable mural by Diego Rivera
- Red Groom three-dimensional construction

Resources (websites, books, videos):

- https://collections.louvre.fr/en/
- https://www.metmuseum.org/art/collection
- https://artsandculture.google.com/

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Key Terms

abstract	blend	blot	canvas
color scheme	color wheel	composition	contrast

dry brush	flat brush	mix	palette
primary	round brush	secondary	shade
smooth	tempera	tertiary	tint
wash	watercolor	wet on wet	

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports

- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being
- ❏ Consider the environmental , social, and economic impacts and decisions
- ❏ Demonstrate creativity and innovation
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them
- ❏ Demonstrate creativity and innovation.
- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ❏ Use technology to enhance productivity increase collaboration and communicate effectively
- ❏ Work productively in teams while using cultural global competence

Unit 3		
Mixed Media / Collage / Fabrics & Fibers		
Summary and Rationale		
Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. An introduction to mixed media techniques, collage and fibers allows students to reinterpret and expand upon the skills they learned using traditional media. Exposure to a wider variety of art making experiences allows students to identify their preferred method of expression.		
Recommended Pacing		
8 - 15 class sessions		
Standards		
NJSLS: Visual and Performing Arts (link)		
1.5.8.Cr: CREATING: Generating and conceptualizing ideas.		
1.5.8.Cr.1	1.5.8.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	By the end of Grade 8	● a. 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. ● b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.makers.
1.5.8.Cr.2	1.5.8.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	By the end of Grade 8	● a. Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. ● c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr.3	1.5.8.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	By the end of Grade 8	● a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic

		statement
1.5.8.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.8.Pr.4	1.5.8.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 8	● a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr.5	1.5.8.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 8	● a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr.6	1.5.8.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	By the end of Grade 8	● a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
1.5.8.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.8.Re.7	1.5.8.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	By the end of Grade 8	● a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. ● b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re.8	1.5.8.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 8	● a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re.9	1.5.8.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	By the end of Grade 8	● a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.8.Cn.10	1.5.8.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	

	By the end of Grade 8	● a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn.11	1.5.8.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	By the end of Grade 8	● a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● b. Analyze and contrast how art forms are used to reflect global issues, including climate change.
Social Emotional Learning Competencies (link)		
Self-Awareness		**1. Recognize one's feelings and thoughts** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **2. Recognize the impact of one's feelings and thoughts on one's own behavior** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **3. Recognize one's personal traits, strengths and limitations** ● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group. ● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths. **4. Recognize the importance of self-confidence in handling daily tasks and challenges** ● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles ● Evaluate progress and adjust plan when there is little to no progress ● Identify one's strengths and next steps for reinforcing areas of need
Self-Management		**5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors** ● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors

	● Identify strategies for dealing with areas of personal discomfort ● Describe strategies for releasing negative feelings and managing negative moods ● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress **6. Recognize the skills needed to establish and achieve personal and educational goals** ● Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement ● Demonstrate an understanding that goal setting promotes lifelong success ● Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.) ● Define a measurable personal goal that reflects an area of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals ● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles
Social-Awareness	**8. Recognize and identify the thoughts, feelings and perspectives of others** ● Differentiate between the factual and emotional content of what a person presents ● Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions) ● Analyze the thoughts and beliefs of others contrary to their own **9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds** ● Explain how individual, social, and cultural differences may increase stereotyping ● Demonstrate an increased understanding of cultural differences ● Recognize how one's own perspective and biases impact interactions with others **10. Demonstrate an understanding of the need for mutual respect when viewpoints differ** ● Understand different group dynamics and respond in accordance with social rules ● Evaluate how social and cultural norms and values

	have an effect on personal interactions ● Interpret social cues and design reactions in response to those cues ● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives **11. Demonstrate an awareness of the expectations for social interactions in a variety of settings** ● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions ● Understand group dynamics and respond appropriately ● Evaluate how social and cultural norms and values influence personal interactions ● Interpret social cues and design reactions in response to those cues
Relationship Skills	**12. Establish and maintain healthy relationships** ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions ● Evaluate strategies for avoiding risky behavior in different situations ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms) **13. Utilize positive communication and social skills to interact effectively with others** ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision **14. Identify ways to resist inappropriate social pressure** ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when making decisions ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making **15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways** ● Understand the qualities of healthy dating relationships ● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness) ● Recognize how relationships grow and change with peers, teachers, and others **16. Identify who, when, where, or how to seek help for oneself or others when needed**

	● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations ● Effectively demonstrate in social interactions how to present information to an audience of various backgrounds
Responsible Decision-Making	**17. Develop, implement and model effective problem solving and critical thinking skills** ● Define social networking, its role in social pressure and its impact on their life ● Demonstrate the ability to be true to personal values when interacting with others ● Identify consequences of safe and risky behaviors **18. Identify the consequences associated with one's actions in order to make constructive choices** ● Utilize effective communication skills to resolve conflicts ● Recognize the role miscommunication may play in creating conflicts ● Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases **19. Evaluate personal, ethical, safety and civic impact of decisions** ● Demonstrate the ability to evaluate the usefulness of different community resources ● Demonstrate the qualities of a trusting role model ● Consistently demonstrate self-advocacy strategies

Interdisciplinary Connections	
Career Readiness, Life Literacies and Key Skills	
NJSLS-CLK	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
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9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
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Integration of Technology	
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Creating **Anchor Standard 1: Generating and conceptualizing ideas.** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. **Anchor Standard 2: Organizing and developing ideas.** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. **Anchor Standard 3: Refining and completing products.** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. *Presenting* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** Artists, curators and others consider a variety of	*Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? **Anchor Standard 2: Organizing and developing ideas.** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? **Anchor Standard 3: Refining and completing products.** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? *Presenting* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. **Anchor Standard 6: Conveying meaning through art.** Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. *Responding* **Anchor Standard 7: Perceiving and analyzing products.** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. **Anchor Standard 8: Interpreting intent and meaning.** People gain insights into meanings of artworks by engaging in the process of art criticism. **Anchor Standard 9: Applying criteria to evaluate products.** People evaluate art based on various criteria. *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? **Anchor Standard 6: Conveying meaning through art.** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? *Responding* **Anchor Standard 7: Perceiving and analyzing products.** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? **Anchor Standard 8: Interpreting intent and meaning.** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? **Anchor Standard 9: Applying criteria to evaluate products.** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** 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 preserve aspects of life?
Evidence of Learning (Assessments)	

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Objectives (SLO)

Students will know:	Students will be able to:
Creating ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. ● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. ● There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. ● Each arts discipline has distinct characteristics, as do the artists who create them **Presenting** ● How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria ● Develop a personal philosophy regarding the nature of art and the subject of their work ● Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer. **Responding** ● Exposure to a range of art is key to how we interpret, respond, and create art. ● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. ● Technical skills, vocabulary and knowledge necessary for creative and expressive production ● Appropriate media, subject matter, and symbols for expression ● Problem solving techniques for originality, flexibility, fluency, and imagination **Connecting** ● Relationships exist between visual arts history, culture, and other disciplines ● Art affects and is affected by the culture and world around us. ● Art is related to all other disciplines.	**Creating** ● Identify various types of real and implied textural surfaces found in culturally diverse masterworks of art and create original works of art utilizing texture as the primary element in art. ● Recognize a variety of collage techniques utilizing a wide range of media on canvas. ● Explore the concept of assemblage in the creation of themed collages. ● Create a mixed media artwork based on observation from an actual environment. Synthesize the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). **Presenting** ● Use literary sources as inspiration for the creation of mixed-media works of art that embody allegorical themes, symbolism and irony. ● Identify and use appropriate art vocabulary to describe known works of art from several genres including realism, abstract/non objective art, and conceptual art. Apply similar concepts to the creation of original artworks in the style of representative work from a chosen genre. **Responding** ● Generate observational and emotional responses to diverse culturally and historically specific masterworks of visual art. Apply characteristics of exemplars to the creation of original two and three-dimensional works of art that evoke a similar categorical response. ● Differentiate between “traditional” three dimensional design and non-conventional elements of style (modern vs. postmodern) used to express new three dimensional design ideas. Utilize varied stylistic elements in the creation of art. **Connecting** ● Analyze how textural effects in master works, enhance the social, historical, and political meaning in the work ● Differentiate how pattern is used in objective vs. non-objective works of art in two and three dimensional works of art.

• Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art. • Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.	

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Lee Krasner's paintings and drawings including Noon
- Paintings by Max Ernst such as The Entire City or Dadaville
- Haitian Sequence Banners
- Inca feather tunics
- Javanese Batik
- Than-ka / Tibetan painted cloth scrolls
- Romare Bearden, Young Students
- Faith Ringgold, Tar Beach Painted Quilt series

Resources (websites, books, videos):

- https://collections.louvre.fr/en/
- https://www.metmuseum.org/art/collection
- https://artsandculture.google.com/

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Key Terms

collage	media	relief	texture
emphasis	harmony	movement	weave
warp	distort	pattern	repetitive
rhythm	tearing	overlap	cut-and-paste
variety	arrangement	opposite	subject matter

focal point scratch-art

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❑ Act as a responsible and contributing community member and employee.
- ❑ Attend to financial well-being
- ❑ Consider the environmental , social, and economic impacts and decisions
- ❑ Demonstrate creativity and innovation
- ❑ Utilize critical thinking to make sense of problems and persevere in solving them
- ❑ Demonstrate creativity and innovation.
- ❑ Model integrity, ethical leadership and effective management
- ❑ Plan education and career paths aligned to personal goals
- ❑ Use technology to enhance productivity increase collaboration and communicate effectively
- ❑ Work productively in teams while using cultural global competence

Unit 4		
Sculpture / Ceramics		
Summary and Rationale		
Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. Sculpture and ceramics allow students to manipulate materials into three-dimensional works of art. They will have a chance to explore form, an element of art, in a way they had not been able to using traditional media.		
Pacing		
8 - 15 class sessions		
Standards		
NJSLS: Visual and Performing Arts (link)		
1.5.8.Cr: CREATING: Generating and conceptualizing ideas.		
1.5.8.Cr.1	1.5.8.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	By the end of Grade 8	• a. 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. • b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.makers.
1.5.8.Cr.2	1.5.8.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	By the end of Grade 8	• a. Demonstrate persistence and willingness to experiment and take risks during the artistic process. • b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. • c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr.3	1.5.8.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	By the end of Grade 8	• a. Use criteria to examine, reflect on, and plan

		revisions for a work of art, and create an artistic statement
1.5.8.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.8.Pr.4	1.5.8.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 8	• a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr.5	1.5.8.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 8	• a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr.6	1.5.8.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	By the end of Grade 8	• a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
1.5.8.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.8.Re.7	1.5.8.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	By the end of Grade 8	• a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. • b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re.8	1.5.8.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 8	• a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re.9	1.5.8.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	By the end of Grade 8	• a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		

1.5.8.Cn.10	1.5.8.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	By the end of Grade 8	● a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn.11	1.5.8.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	By the end of Grade 8	● a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● b. Analyze and contrast how art forms are used to reflect global issues, including climate change.
Social Emotional Learning Competencies (link)		
Self-Awareness		**1. Recognize one's feelings and thoughts** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **2. Recognize the impact of one's feelings and thoughts on one's own behavior** ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. **3. Recognize one's personal traits, strengths and limitations** ● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group. ● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths. **4. Recognize the importance of self-confidence in handling daily tasks and challenges** ● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles ● Evaluate progress and adjust plan when there is little to no progress ● Identify one's strengths and next steps for reinforcing areas of need

Self-Management	**5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors** ● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors ● Identify strategies for dealing with areas of personal discomfort ● Describe strategies for releasing negative feelings and managing negative moods ● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress **6. Recognize the skills needed to establish and achieve personal and educational goals** ● Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement ● Demonstrate an understanding that goal setting promotes lifelong success ● Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.) ● Define a measurable personal goal that reflects an area of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals ● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles
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Instructional Focus

Enduring Understandings:	**Essential Questions:**
Creating **Anchor Standard 1: Generating and conceptualizing ideas.** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. **Anchor Standard 2: Organizing and developing ideas.** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. **Anchor Standard 3: Refining and completing products.** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. *Presenting* **Anchor Standard 4: Selecting, analyzing, and**	*Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? **Anchor Standard 2: Organizing and developing ideas.** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively

interpreting work. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. **Anchor Standard 6: Conveying meaning through art.** Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. *Responding* **Anchor Standard 7: Perceiving and analyzing products.** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. **Anchor Standard 8: Interpreting intent and meaning.** People gain insights into meanings of artworks by engaging in the process of art criticism. **Anchor Standard 9: Applying criteria to evaluate products.** People evaluate art based on various criteria. *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical**	communicate? **Anchor Standard 3: Refining and completing products.** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? *Presenting* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? **Anchor Standard 6: Conveying meaning through art.** What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? *Responding* **Anchor Standard 7: Perceiving and analyzing products.** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? **Anchor Standard 8: Interpreting intent and meaning.** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? **Anchor Standard 9: Applying criteria to evaluate products.** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

contexts to deepen understanding. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	*Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** 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 preserve aspects of life?

Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Objectives (SLO)

Students will know: **Creating** ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. ● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. ● There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. ● Each arts discipline has distinct characteristics, as do the artists who create them	Students will be able to: **Creating** ● Identify the use of elements and principles in evaluating and working with ceramic art forms. ● Use a thumbnail drafting process to create a ceramic vessel that has a specific purpose and communicates an idea (theme). ● Make a technical drawing including color scheme. ● Manage specific elements and principles as limited by physical properties of the medium (e.g.clay hand building). ● Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up. **Presenting**

Presenting

- How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria
- Develop a personal philosophy regarding the nature of art and the subject of their work
- Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer.

Responding

- Exposure to a range of art is key to how we interpret, respond, and create art.
- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.
- Technical skills, vocabulary and knowledge necessary for creative and expressive production
- Appropriate media, subject matter, and symbols for expression
- Problem solving techniques for originality, flexibility, fluency, and imagination

Connecting

- Relationships exist between visual arts history, culture, and other disciplines
- Art affects and is affected by the culture and world around us.
- Art is related to all other disciplines.
- Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.
- Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.

- Use various sources as inspiration for the creation of 3-D works of art that embody allegorical themes, symbolism and irony.
- Identify and use appropriate art vocabulary to describe known works of art from several genres including realism, abstract/non objective art, and conceptual art. Apply similar concepts to the creation of original artworks in the style of representative work from a chosen genre.

Responding

- Generate observational and emotional responses to diverse culturally and historically specific masterworks of visual art. Apply characteristics of exemplars to the creation of original three-dimensional works of art that evoke a similar categorical response.
- Differentiate between "traditional" three dimensional design and non-conventional elements of style (modern vs. postmodern) used to express new three dimensional design ideas. Utilize varied stylistic elements in the creation of art.

Connecting

- Analyze how textural effects in master works, enhance the social, historical, and political meaning in the work
- Differentiate how form is used in objective vs. non-objective works of art and three dimensional works of art.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Sculptures by Jeff Koons
- Sculptures by Pablo Picasso
- Sculptures by Honoré Daumier
- Temporary Sculptures by Andy Goldsworthy
- Installation art by Christo

Resources (websites, books, videos):

- https://collections.louvre.fr/en/

- https://www.metmuseum.org/art/collection
- https://artsandculture.google.com/

Technology Tools:
- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Key Terms

additive	armature	assemblage	carve
clay	coil	form	glaze
kiln	mold	movement	mobile
paper mache	pinch	plaster	pottery
relief	score	sculpture	slab
slip	subtractive		

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles

- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being
- ❏ Consider the environmental , social, and economic impacts and decisions
- ❏ Demonstrate creativity and innovation
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them
- ❏ Demonstrate creativity and innovation.
- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ❏ Use technology to enhance productivity increase collaboration and communicate effectively
- ❏ Work productively in teams while using cultural global competence