



# **TOMS RIVER REGIONAL SCHOOLS**

## **VISUAL AND PERFORMING ARTS**

### **GRADES 6-8**

Date created: July 2021  
Board Approval:  
Revised:

## Philosophy, Mission and Vision

**Philosophy:** All students are artists. The Art Appreciation course is designed to bring the world of visual arts into the classroom and make accessible a wide range of art-making opportunities. Students will learn to express themselves through creativity, art-making, and discussions about art without needing any prior knowledge of the visual arts. Although not all students will go on to pursue an education in the visual arts, students will leave this course with an appreciation for the arts and what it means to be an artist.

**Mission:** The goal of our visual arts program is to empower students to develop creative and critical thinking, social-emotional competencies, and expressive abilities that will allow them to become active, contributing members of a global society. Through the visual arts, students have the opportunity to explore cultures and creativity from around the world and express themselves through the creation of original works of art.

**Vision:** All students will have access to an art curriculum that reflects world cultures, art-making, and artists from a variety of backgrounds. Students will see themselves represented in the works of professional artists and will have the opportunity to create their own original art using a variety of materials.

### Course description and/or program overview:

The Art course is a marking period hands-on fine arts course that introduces students to various types of art from around the world. Over the course of this class, students will create original artworks inspired by the styles of famous artists, world cultures, and the elements/principles of art.

Students interested in studying fine art or continuing to take classes in the Fine Arts department throughout middle school and high school should enroll in Studio Art 1, as that class takes a more focused, traditional approach.

UNITS	PACING GUIDE
Elements and Principles of Art	40 - 50 days as determined by teacher

## Unit 1 Overview: Elements and Principles of Art

### Unit Summary:

1. Students will learn to understand and use the Elements and Principles of Art.
  - a. The Elements of Art are Line, Color, Shape, Value, Form, and Texture.
  - b. Students will create artworks and crafts with a variety of art-making media. These works will demonstrate students' knowledge of the elements and principles of art. Artwork will be evaluated via a rubric. Suggested activities are listed below.
2. Students will discuss famous artists and artworks from history. Students will discuss how these works use the elements and principles of art.

### Enduring Understandings:

1. The Elements and Principles of Art are essential tools through which artists communicate their ideas.
2. Whether creating a drawing, painting, sculpture or mixed-media art piece, the Elements and Principles provide the parameters in which artists work.
3. Elements and Principles of Art can be observed and discussed in all forms of visual art seen throughout history and contemporary works.
4. 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.

### Essential Questions:

1. What is art?
2. What is an artist and what do they do?
3. How do artists use the elements and principles of art?
4. How can you identify the elements and principles of art in a given artwork?

### Standards

2020 New Jersey Student Learning Standards – Visual and Performing Arts

**Anchor Standard 1: Generating and conceptualizing ideas.**

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

**Anchor Standard 2: Organizing and developing ideas.**

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

**Anchor Standard 3: Refining and completing products.**

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

**Anchor Standard 4: Selecting, analyzing, and interpreting work.**

1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

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

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for SEL*

In this unit of study, students will connect their visual arts practices and studies to other disciplines.

1. How contemporary art relates to the history of art and its place in world history
2. Where art-making's place lies in the study of the humanities
3. How to express ourselves visually using fine art, orally through dialogues about art, and verbally through written descriptions of the artistic process

**21st Century Life and Careers**

**Technology**

**Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- 9.2 Career Awareness, Exploration, and Preparation- This

Teachers and students are encouraged to use whatever technology they have available to them in the classroom. This includes computers, chromebooks, Google Classroom, Google Docs, Google Slides, an LCD projector, and a document camera. With these technologies, students and teachers will be able to share images, ideas, projects, and information.

<p>standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
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<p><b>Unit Objectives:</b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>5. Demonstrate knowledge of the elements and principles of art through their use of line, shape, value, color, texture, form, movement, balance, unity and repetition while creating original works of art.</li> <li>6. Create works of art that use a variety of art-making media that demonstrate one or more of the elements or principles of art.</li> <li>7. Identify artworks by the artists studied in this unit.</li> <li>8. Analyze and evaluate works of art using a historical context.</li> </ol>
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<p><b>Skills:</b></p> <p>Students will know...</p> <ol style="list-style-type: none"> <li>1. The Elements of Art: Line, Color, Shape, Value, Form, Texture</li> <li>2. The Principles of Art: Balance, Harmony, Movement/Rhythm, Repetition/Pattern, Emphasis, Contrast, Scale/Proportion</li> </ol>
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<b>Student Learning</b>	
<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<p>Various art media (pencils, colored pencils, markers, pastels, oil pastels, watercolor, tempera paint, etc.), lectures and demonstrations.</p> <p style="text-align: center;"><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Zentangle Drawing using line, repetition, pattern</li> <li>2. Color Wheel practice using color and value</li> <li>3. Word Art and Typography</li> <li>4. One-Point Perspective and Two-Point Perspective City</li> <li>5. Mixed-Media works in the style of Wassily Kandinsky</li> </ol>	<p>Google Slides, PowerPoint, teacher or student examples, videos, etc.</p> <p>Art textbooks, various art-making materials, use of technology as appropriate. Art history videos or links to online resources about famous artists or the elements and principles of art would be especially helpful in this unit.</p>

<p>6. Elements and Principles practice sketches</p> <p>7. Photography of Elements and Principles found in nature</p>	
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk)</p>	<p style="text-align: center;"><b>Assessment</b> (All forms must be identified)</p>
<p><i>In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style.</i></p> <p><b>Gifted Learners</b> could be able to advance their skills beyond that of the required curriculum.</p> <p><b>English Language Learners</b> can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.</p> <p><b>Students with IEPs</b> could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.</p> <p><b>Students with 504 Plans</b> could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.</p>	<p><b>Formative:</b> Evaluation of the students' learning and daily progress through teacher observation, analysis of student work, gradebook notation, one-on-one progress meetings or other methods of giving teacher feedback.</p> <p><b>Summative:</b> Unit tests or the district-wide Quarterly Exam will be used to score students' achievement.</p> <p><b>Benchmark:</b> Students will be assessed via a rubric of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.</p> <p><b>Alternative Assessments:</b> Projects, portfolios, presentations, exit tickets, or other assessments may be used at the teacher's discretion.</p>

## Unit 2 Overview: Art History

### Unit Summary:

1. Students will study famous artists and artworks from art history with a focus on how art and culture are connected.
2. Students will create their own artwork based on famous artists or art movements.
  - a. Example: a class studies the life and artwork of Surrealist painter Rene Magritte and then creates their own Surrealist painting in his style.

### Enduring Understandings:

1. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.
2. Art has had an immense impact on humanity throughout history
3. Humans have been creating art for thousands of years.

### Essential Questions:

1. What is art?
2. How does knowing the context, history, and tradition of art forms help us create our own works of art?
3. How does art affect our culture?
4. How does learning about art impact how we perceive the world?

### Standards

2020 New Jersey Student Learning Standards – Visual and Performing Arts

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

#### **Anchor Standard 2: Organizing and developing ideas.**

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

#### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

**Anchor Standard 8: Interpreting intent and meaning.**

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

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

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for [SEL](#)*

In this unit of study, students will connect their visual arts practices and studies to other disciplines.

1. Discussing art through written and verbal expression
2. Exploring how issues in the visual arts relate to those in the humanities
3. What the study of the arts can tell us about human history.
4. Famous historical figure and their role in the world of fine arts

**21st Century Life and Careers**

**Technology**

**Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Teachers and students are encouraged to use whatever technology they have available to them in the classroom. This includes computers, chromebooks, Google Classroom, Google Docs, Google Slides, an LCD projector, and a document camera. With these technologies, students and teachers will be able to share images, ideas, projects, and information.

<p>9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements</p>	
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<p><b>Unit Objectives:</b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Create artworks in the styles of various famous artists from throughout history.</li> <li>2. Identify the styles of various famous artists.</li> <li>3. Identify and Analyze famous artworks.</li> <li>4. Evaluate their own artwork with an art historical context.</li> </ol>
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<p><b>Skills:</b></p> <p>Students will know...</p> <ol style="list-style-type: none"> <li>1. Famous artists and artworks from throughout history.</li> <li>2. Benchmark movements might include the Renaissance, Impressionism, Cubism, Surrealism, Pop Art and Abstract Expressionism</li> <li>3. Key vocabulary associated with these artists and their works.</li> </ol>
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<p style="text-align: center;"><b>Student Learning</b></p>	
<p style="text-align: center;"><b>Core Instructional Materials and Resources</b></p>	<p style="text-align: center;"><b>Supplemental Instructional Materials and Resources</b></p>
<p>Various art media (pencils, colored pencils, markers, pastels, oil pastels, watercolor, tempera paint, etc.), lectures and demonstrations.</p> <p style="text-align: center;"><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Art History lecture/class discussions on various art movements or famous artists from history.</li> <li>2. Art Projects in the styles of famous artists. For example:</li> <li>3. Cubism Mixed-Media artwork in the style of Pablo Picasso</li> <li>4. Surrealism Painting in the style of Rene Magritte</li> <li>5. Impressionism Drawing in the style of Claude Monet</li> <li>6. Fauvism Oil Pastel Portrait in the style of Henri Matisse</li> <li>7. Pop Art Comic Strips in the style of Roy Lichtenstein</li> </ol>	<p>Google Slides, PowerPoint, teacher or student examples, videos, etc.</p> <p>Art textbooks, various art-making materials, use of technology as appropriate. Art history videos or links to online resources about famous artists or the elements and principles of art would be especially helpful in this unit.</p>

<p>8. Collage Project in the style of Gustav Klimt  9. Parody of a Famous Painting  10. Group Mural Project enlarging a famous artwork using a grid  11. Create a 3-D sculpture of a famous painting  12. Sketchbook practice with different art styles/techniques.</p>	
<p style="text-align: center;"><b>Accommodations/Modifications</b>  (ELL, Students with IEPs, 504s, Gifted Learners, At Risk)</p>	<p style="text-align: center;"><b>Assessment</b>  (All forms must be identified)</p>
<p><i>In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style.</i></p> <p><b>Gifted Learners</b> could be able to advance their skills beyond that of the required curriculum.</p> <p><b>English Language Learners</b> can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.</p> <p><b>Students with IEPs</b> could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.</p> <p><b>Students with 504 Plans</b> could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.</p>	<p><b>Formative:</b> Evaluation of the students' learning and daily progress through teacher observation, analysis of student work, gradebook notation, one-on-one progress meetings or other methods of giving teacher feedback.</p> <p><b>Summative:</b> Unit tests or the district-wide Quarterly Exam will be used to score students' achievement.</p> <p><b>Benchmark:</b> Students will be assessed via a rubric of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.</p> <p><b>Alternative Assessments:</b> Projects, portfolios, presentations, exit tickets, or other assessments may be used at the teacher's discretion.</p>

## Unit 3 Overview: Multicultural Art

### Unit Summary:

1. Students will create artworks based on various world cultures. They will learn about world cultures through discussion, lecture, presentation, etc.
2. Students will create original artwork using a variety of media that are influenced by the styles of art found in various different world cultures. These artworks will be graded by a rubric. One example might be to study the Dia de Los Muertos celebration in Mexico and create a sculpture inspired by La Catrina, or to study aboriginal paintings from Australia and create their own painting in that style.
3. Students may research world cultures or art from various cultures and contribute to class discussions.

### Enduring Understandings:

1. Different cultures from around the world have their own unique art traditions.
2. Understanding the art from a culture can help us understand it's people and beliefs.
3. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

### Essential Questions:

1. How does art help us understand the lives of people of different times, places and cultures?
2. How is art used to impact the views of a society?
3. How does art preserve aspects of culture?
4. How do visual arts influence our views of the world?

### Standards

2020 New Jersey Student Learning Standards – Visual and Performing Arts

#### **Anchor Standard 2: Organizing and developing ideas.**

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

#### **Anchor Standard 6: Conveying meaning through art.**

1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

**Anchor Standard 7: Perceiving and analyzing products.**

1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.

**Anchor Standard 9: Applying criteria to evaluate products.**

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished

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

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for [SEL](#)*

In this unit of study, students will connect their visual arts practices and studies to other disciplines.

1. What the study of art can teach us about world cultures
2. How art has impacted world cultures throughout history.
3. How art-making has changed from culture to culture.
4. How to discuss artwork through written and verbal expression.

**21st Century Life and Careers**

**Technology**

**Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.**

- CRP1. Act as a responsible and contributing citizen and employee.
  - CRP2. Apply appropriate academic and technical skills.
  - CRP3. Attend to personal health and financial well-being.
  - CRP4. Communicate clearly and effectively and with reason.
  - CRP5. Consider the environmental, social and economic impacts of decisions.
  - CRP6. Demonstrate creativity and innovation.
  - CRP7. Employ valid and reliable research strategies.
  - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests

Teachers and students are encouraged to use whatever technology they have available to them in the classroom. This includes computers, chromebooks, Google Classroom, Google Docs, Google Slides, an LCD projector, and a document camera. With these technologies, students and teachers will be able to share images, ideas, projects, and information.

and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
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<p><b>Unit Objectives:</b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Discuss how art relates to world cultures.</li> <li>2. Analyze and evaluate the art of various world cultures.</li> <li>3. Create original artwork inspired by work from other cultures.</li> </ol>
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<p><b>Skills:</b></p> <p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How art relates to various world cultures.</li> <li>2. Key vocabulary about the art from various world cultures.</li> <li>3. How different cultures celebrate the arts.</li> <li>4. How to analyze and discuss art from different cultures.</li> </ol>
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<b>Student Learning</b>	
<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<p>Various art media (pencils, colored pencils, markers, pastels, oil pastels, watercolor, tempera paint, etc.), lectures and demonstrations.</p> <p style="text-align: center;"><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Lectures and Discussions about art from world cultures</li> <li>2. Multicultural Arts and Crafts Projects</li> <li>3. Tempera paintings inspired by Aboriginal Art</li> <li>4. Chalk Pastel Drawings inspired by Paleolithic Cave Art</li> <li>5. Watercolor Paintings inspired by traditional Chinese Art</li> <li>6. Sugar Skull sculptures inspired by Mexican Dia de Los Muertos Celebrations</li> <li>7. Traditional Paper Fans inspired by Japanese Art</li> <li>8. Dream Catchers inspired by Native American Art</li> <li>9. Celebratory Masks inspired by traditional African Art</li> <li>10. Paper Molas inspired by the art of Panama</li> </ol>	<p>Google Slides, PowerPoint, teacher or student examples, videos, etc.</p> <p>Art textbooks, various art-making materials, use of technology as appropriate. Art history videos or links to online resources about famous artists or the elements and principles of art would be especially helpful in this unit.</p>

11. Weavings inspired by Navajo cultures	
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk)</p>	<p style="text-align: center;"><b>Assessment</b> (All forms must be identified)</p>
<p><i>In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style.</i></p> <p><b>Gifted Learners</b> could be able to advance their skills beyond that of the required curriculum.</p> <p><b>English Language Learners</b> can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.</p> <p><b>Students with IEPs</b> could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.</p> <p><b>Students with 504 Plans</b> could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.</p>	<p><b>Formative:</b> Evaluation of the students' learning and daily progress through teacher observation, analysis of student work, gradebook notation, one-on-one progress meetings or other methods of giving teacher feedback.</p> <p><b>Summative:</b> Unit tests or the district-wide Quarterly Exam will be used to score students' achievement.</p> <p><b>Benchmark:</b> Students will be assessed via a rubric of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.</p> <p><b>Alternative Assessments:</b> Projects, portfolios, presentations, exit tickets, or other assessments may be used at the teacher's discretion.</p>

## Unit 4 Overview: Media Exploration

### Unit Summary:

1. Students will explore and experiment with a variety of art-making media and materials.
2. Students will create high quality and original artwork using a variety of media.
3. Students will discuss various career opportunities in the visual arts.
4. Students will recognize and discuss artwork made by contemporary artists working right now in various art fields.

### Enduring Understandings:

1. Artists use many different media and materials when creating art.
2. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
3. There are many career opportunities that involve the visual arts and skills learned through the study of the visual arts.

### Essential Questions:

1. What is an artist and what do they do?
2. How does the choice of media affect the kind of work we create?
3. What types of art exist in the world today?
4. What responsibilities come with the freedom to create?

### Standards

2020 New Jersey Student Learning Standards – Visual and Performing Arts

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

#### **Anchor Standard 2: Organizing and developing ideas.**

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

**Anchor Standard 3: Refining and completing products.**

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

**Anchor Standard 8: Interpreting intent and meaning.**

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

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

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for SEL*

In this unit of study, students will connect their visual arts practices and studies to other disciplines.

1. Establish a connection between visual arts concepts and those of the humanities
2. Describe how technology affects artmaking in today's world
3. How to discuss one's own artwork through written and verbal expression

**21st Century Life and Careers**

**Technology**

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CRP2. Apply appropriate academic and technical skills.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP9. Model integrity, ethical leadership and effective management.  
9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Teachers and students are encouraged to use whatever technology they have available to them in the classroom. This includes computers, chromebooks, Google Classroom, Google Docs, Google Slides, an LCD projector, and a document camera. With these technologies, students and teachers will be able to share images, ideas, projects, and information.

**Unit Objectives:**

Students will be able to...

1. Create original artworks inspired by contemporary art with a variety of media
2. Discuss, analyze and evaluate artworks by current contemporary artists working today

3. Discuss the ways to use various art materials

**Skills:**

Students will know...

1. How different art media can be used
2. Key vocabulary related to various art media
3. How to make art using a variety of different media
4. How to recognize the works/styles of contemporary artists

<b>Student Learning</b>	
<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<p>Various art media (pencils, colored pencils, markers, pastels, oil pastels, watercolor, tempera paint, etc.), lectures and demonstrations.</p> <p style="text-align: center;"><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Lecture/Discussions about artists working today</li> <li>2. Printmaking using linoleum blocks</li> <li>3. Portraits based on the art of Kehinde Wiley</li> <li>4. Photography inspired by Cindy Sherman</li> <li>5. Found Object Sculptures inspired by Rachel Harrison</li> <li>6. Non-traditional art inspired by Vik Muniz</li> <li>7. Oil Pastel or chalk pastel drawings</li> <li>8. Scratch art or mixed media drawings</li> <li>9. Collage/Mosaics inspired by contemporary artists</li> <li>10. Projects from the Art 21 Series</li> </ol>	<p>Google Slides, PowerPoint, teacher or student examples, videos, etc.</p> <p>Art textbooks, various art-making materials, use of technology as appropriate. Videos or links to online resources about current and contemporary artists, or artists and technology, would be especially beneficial.</p> <p>Bringing professional artists into the classroom as guest lecturers to talk about their background, training and career would be especially beneficial.</p>
<b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk)	<b>Assessment</b> (All forms must be identified)
<p><i>In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style.</i></p> <p><b>Gifted Learners</b> could be able to advance their skills beyond that of the required curriculum.</p> <p><b>English Language Learners</b> can be pre-taught vocabulary or be given videos/articles in their native language to</p>	<p><b>Formative:</b> Evaluation of the students' learning and daily progress through teacher observation, analysis of student work, gradebook notation, one-on-one progress meetings or other methods of giving teacher feedback.</p> <p><b>Summative:</b> Unit tests or the district-wide Quarterly Exam will be</p>

accompany the lesson.

**Students with IEPs** could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.

**Students with 504 Plans** could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success. Choice boards, flexible seating, grouping, and extended time can be provided.

used to score students' achievement.

**Benchmark:** Students will be assessed via a rubric of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.

**Alternative Assessments:** Projects, portfolios, presentations, exit tickets, or other assessments may be used at the teacher's discretion.