

# GREEN TOWNSHIP SCHOOL DISTRICT



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**Content Area:** Visual Art  
**Course/Grade Level:** Grade 6 - 8

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**Curriculum Committee Members:**

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Jon Paul Bollette

**Board Approval Date:**

{Fill in when known}



## Visual Art Curriculum Grade Levels 6 - 8

### **Mission:**

- To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

### **Vision:**

- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
  - Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
  - Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
  - Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
  - Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
- The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.



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### Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit.

#### **Resources for help in creating assessments**

[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

#### **Assessments other than paper & pencil tests See link for more info:**

[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

#### **Formative assessments:**

- Used to gauge student understanding and progress throughout the unit.
- Not necessarily graded
- Provide feedback for students to use to reflect, revise and refine their work.

#### **Summative Assessments:**

- Final projects or assessments to determine what students have learned over the course of the project or unit.

#### **Benchmark Assessments:**

- Teacher-created benchmark assessments to be given periodically during the year.

#### **Alternative Assessments:**

- Modified assessments based on student needs and dependent on the topic or unit of study.



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- See [Modifications and Accommodations Menu](#) for ideas of how to modify assessments.

### Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

### Additional Resources for to Support Planning & Instruction

NJDOE 2020 Visual & Performing Arts Standards Document

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

National Core Arts Standards

<https://www.nationalartsstandards.org/>

[Progression Chart - Visual Arts](#)

Upitis, R. (2001). *Arts education for the development of the whole child*. Elementary Teachers' Federation of Ontario. Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum and Development.



## Visual Art Curriculum Grade Levels 6 - 8

### UNITS OF STUDY

Grade 6	Grade 7	Grade 8
<b>Unit 1: Principles/Elements of Art &amp; Design</b> p. 6	<b>Unit 1: Museum Studies</b> p. 13	<b>Unit 1: Reinventing Art</b> p. 21
<b>Unit 2: Concepts into Creation</b> p. 10	<b>Unit 2: Calling Art to Action</b> p. 17	<b>Unit 2: Collaborative Identities</b> p. 25

*\*Due to the Middle School specials schedule, there are only 2 units of study for each grade level.*



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### Grade 6

<b>G6 Unit 1:</b>	<b>Pacing:</b> 5-7 weeks
<p><b>Unit Summary:</b> In this unit of study, students are learning preparatory skills to create, plan, and revise. Students will review and/or deepen their knowledge of the artistic vocabulary necessary to investigate and analyze art. This unit will focus on the creation process, thumbnails, the use of a sketchbook, and the revision process.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the value of engaging in the process of art criticism?</li> <li>2. How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> <li>3. What role does persistence play in revising, refining and developing work?</li> <li>4. How do artists grow and become accomplished in art forms?</li> <li>5. How does collaboratively reflecting on a work help us experience it more completely?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</li> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	Artistic Practices
<p><b>1.5.8.Cr2a:</b> Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p><b>1.5.8.Cr3a:</b> Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p><b>1.5.8.Re8a:</b> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Review art terminology utilized in support of art analysis.</li> <li>• Write an artist statement.</li> <li>• Identify the Elements and Principles of Design in a variety of artworks</li> <li>• Demonstrate an understanding of the Elements and Principles of Design through thumbnail sketches.</li> <li>• Create and revise sketch work based on an evaluation of the artist's use of the elements of art</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate</li> <li>• Analyze</li> <li>• Interpret</li> </ul>



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media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

and principles of design.

### Interdisciplinary Connections

#### English-Language Arts

- SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Comprehensive Health & Physical Education

- 2.1.8.SSH.2: Demonstrate communication skills that will support healthy relationships.

#### Career Readiness

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

#### Design Thinking

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

#### Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.



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### G6 Unit 1: Instructional Materials, Resources & Vocabulary

#### Instructional Materials

Resources suggested but not limited to:

- Google Drawing
- Tools that deposit color
- Sketchbooks (provided or created)

#### Additional Resources

- Teacher provided samples

#### Vocabulary

- Elements of art
  - line
  - shape
  - form
  - color
  - value
  - texture
  - space
- Principles of Design
  - balance
  - emphasis
  - movement
  - contrast
  - pattern
  - unity
  - rhythm
  - proportion
- Artist statement
- Thumbnail

### G6 Unit 1: Assessments

#### Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing
- Classroom Critiques

#### Summative Assessments:

- Rubric for projects



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- Student portfolio
- Artwork selected for district art show

### Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### G6 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



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<b>G6 Unit 2: Concepts into Creation</b>	<b>Pacing: 5-7 weeks</b>
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**Unit Summary:**  
 In this unit, students will apply terminology to the creation of two and three dimensional artworks. They will investigate aspects of everyday life as depicted in art as well as justify their choices for subject and/or genre. Another key aspect of this unit is the ongoing refinement of techniques and working with materials through a more independent approach.

- Essential Questions:**
1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
  2. What factors prevent or encourage people to take creative risks?
  3. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
  4. How do artists determine what resources and criteria are needed to formulate artistic investigations?
  5. How does one determine criteria to evaluate a work of art?
  6. How and why might criteria vary?
  7. How is a personal preference different from an evaluation?

- Enduring Understandings:**
- 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.
  - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
  - People evaluate art based on various criteria.
  - People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

New Jersey Student Learning Standards	Student Learning Objectives	Artistic Practices
<p><b>1.5.8.Cr1a:</b> 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.</p> <p><b>1.5.8.Cr1b:</b> Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Apply artistic terminology to the creation of two and three dimensional artworks.</li> <li>● Demonstrate an ability to overcome artistic impediments and document the process by which the artist resolved these challenges.</li> <li>● Select the appropriate tools and techniques to refine ongoing artistic creations.</li> <li>● Research current events and reflections of art in everyday objects to support the planning and preparation phases of the artistic process.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect</li> <li>● Refine</li> <li>● Continue</li> <li>● Analyze</li> <li>● Synthesize</li> <li>● Perceive</li> <li>● Select</li> <li>● Relate</li> </ul>



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

- Interpret the mood and contextual ideas adopted by the artist toward the subject matter of their work(s).

### Interdisciplinary Connections

**English-Language Arts**

- SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Career Readiness, Life Literacies & Key Skills**

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

**Social-Emotional Competencies & Sub Competencies:**

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

### G6 Unit 2: Instructional Materials, Resources & Key Terms

**Core Instructional Materials**

- Carving materials
- Paper mache and wire
- Fibers
- Drawing and painting
- Modeling compounds
- Building materials

**Additional Resources**

Resources suggested but not limited to the following because projects will be tailored to student interest. For example:

- Taking a small model and creating a larger model
- Take a 2D or 3D piece and turning into the other

**Key Terms**

- Perspective
- Reflect
- Revise
- Refine
- Investigate
- Justify
- Genre



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- Mood
- Contextual

### G6 Unit 2: Assessments

**Formative assessments:**

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing
- Classroom Critiques

**Summative Assessments:**

- Rubric for projects
- Student portfolio
- Artwork selected for district art show

**Benchmark Assessment:**

- Teacher-created benchmark assessments aligned to standards to be given periodically during the year.

**Alternative Assessments:**

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### G6 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.



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[Link to Accommodations and Modifications Document](#)



## Visual Art Curriculum Grade Levels 6 - 8

### Grade 7

<b>G7 Unit 1: Museum Studies</b>	<b>Pacing: 8 weeks</b>
<p><b>Unit Summary:</b>          In this unit of study, students will navigate art collections (virtual, physical, and/or local) to investigate and analyze the ways artwork is presented. Students will engage in the creation and analysis of still life, portraits, and/or sculptures and respond to the aesthetic decisions intended to represent the artist's perceptions and reactions to social and physical environments. Students will also craft an argumentative evaluation to support their critiques.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is an art museum?</li> <li>2. How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?</li> <li>3. How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p><b>1.5.8.Cr2b:</b> Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p><b>1.5.8.Pr4a:</b> Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explore the art collections to examine how art is presented.</li> <li>• Create a still life, portraiture, or sculpture in response to cultural and historical art examinations.</li> <li>• Analyze how the aesthetic creations of artists are influenced by their social and physical environment.</li> <li>• Express an understanding of the intellectual ownership and ethical distribution of art property.</li> <li>• Construct an argument in support of an individual and/or collaborative art critique.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Perceive</li> <li>• Relate</li> </ul>



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

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

### Interdisciplinary Connections

#### English-Language Arts

- SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### Comprehensive Health & Physical Education

- 2.1.8.SSH.2: Demonstrate communication skills that will support healthy relationships.

#### Career Readiness, Life Literacies & Key Skills

- 9.4.5.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.5.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.5.IML.11: Predict the personal and community impact of online and social media activities.
- 9.4.5.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.5.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.5.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.5.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.5.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.5.CI.4: Explore the role of creativity and innovation in career pathways and industries.



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### Media Arts

- 1.2.8.Cr1.a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

### Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.

## G7 Unit 1: Instructional Materials, Resources & Key Terms

### Core Instructional Materials

Suggest projects & collections but not limited to:

- Still life
- Portraiture & self-portraiture
- Genres
- Historical context
- Sculpture
- Drawing
- 3D

### Additional Resources

- Samples from but not limited to
  - Chuck Close
  - Keith Haring
  - Frida Kahlo
  - Michelangelo
  - Paul Klee
  - Van Gogh
  - Henri Matisse
- Related resources to be pre-approved by Art Teacher and/or administration which may include age and developmentally appropriate resources for this unit that will infuse a variety of works from artists, including various ethnically and/or racially diverse cultures, LGBTQ, and the disabled, to demonstrate political, economic, and/or social contributions to society as per *N.J.S.A. 18A:35-4.35* and *N.J.S.A. 18A 52:16A-88*
  - [https://www.disabilityartsinternational.org/artists/?\\_sft\\_artform=visual-arts](https://www.disabilityartsinternational.org/artists/?_sft_artform=visual-arts)

### Key Terms

- Investigate
- Analyze
- Evaluate
- Aesthetic



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- Resources that will also share how art can be used to show a society's views on climate change.
  - <https://www.aam-us.org/2018/04/23/museums-climate-change-a-global-response/>

### G7 Unit 1: Assessments

#### Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing
- Classroom Critiques

#### Summative Assessments:

- Rubric for projects
- Student portfolio
- Artwork selected for district art show

#### Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### G7 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible



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accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



## Visual Art Curriculum Grade Levels 6 - 8

<b>G7 Unit 2: Calling Art to Action</b>	<b>Pacing: 8 weeks</b>
<p><b>Unit Summary:</b> In this unit, students will plan, revise, and create artwork that represents personal significance in local, societal, and/or environmental events. This will be supported by a written artist statement that follows the conventions for formal writing. The creative mediums will include but not be limited to printmaking, multimedia, and digital media platforms.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do life experiences influence the way you relate to art?</li> <li>2. How does learning about art impact how we perceive the world?</li> <li>3. What can we learn from our responses to art?</li> <li>4. What is visual art?</li> <li>5. Where and how do we encounter visual arts in our world?</li> <li>6. How do visual arts influence our views of the world?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Visual arts influences understanding of and responses to the world.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p><b>1.5.8.Cr3a:</b> Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p><b>1.5.8.Re7a:</b> Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p> <p><b>1.5.8.Re7b:</b> Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compose an artist statement that summarizes and explains the student's artistic intentions for a personally significant art piece.</li> <li>• Create an artwork based on a current event that is personally significant</li> <li>• Analyze and contrast how different art forms and pieces visually portray cultural, social and environmental issues.</li> <li>• Explore the topics of digital art and media and the manner in which technology contributes to the dissemination of societal information.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore</li> <li>• Investigate</li> <li>• Analyze</li> <li>• Interpret</li> </ul>



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**1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.

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### Interdisciplinary Connections

**English-Language Arts**

- SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Comprehensive Health & Physical Education**

- 2.1.8.SSH.2: Demonstrate communication skills that will support healthy relationships.

**Career Readiness, Life Literacies & Key Skills**

- 9.4.5.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.5.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.5.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

**Design Thinking**

- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch)

**Social-Emotional Competencies & Sub Competencies:**

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

### G7 Unit 2: Instructional Materials, Resources & Key Terms

<p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Materials relevant to particular projects</li> </ul>	<p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>● Samples from but not limited to               <ul style="list-style-type: none"> <li>○ Guernica (Picasso)</li> </ul> </li> </ul>	<p><b>Key Terms &amp; Concepts</b></p> <ul style="list-style-type: none"> <li>● Composition</li> <li>● Diversity</li> </ul>
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|  | <ul style="list-style-type: none"><li>○ 9-11 Sculpture (Seward Johnson)<ul style="list-style-type: none"><li>■ <a href="https://www.flickr.com/photos/wallyg/15907645125">https://www.flickr.com/photos/wallyg/15907645125</a></li></ul></li><li>○ Hurricanes</li><li>○ Holocaust (George Segel) as per <i>N.J.S.A. 18A:35-28</i></li><li>● Suggested projects<ul style="list-style-type: none"><li>○ Printmaking</li><li>○ Multimedia</li><li>○ Digital media</li></ul></li><li>● Reflections; journal; thinking about composition in printmaking</li><li>● Google drawing</li><li>● Related resources to be pre-approved by Art Teacher and/or administration which may include age and developmentally appropriate resources for this unit that will infuse a variety of works from artists, including various ethnically and/or racially diverse cultures, LGBTQ, and the disabled, to demonstrate political, economic, and/or social contributions to society as per <i>N.J.S.A. 18A:35-4.35</i> and <i>N.J.S.A. 18A 52:16A-88</i><ul style="list-style-type: none"><li>○ <a href="https://www.disabilityartsinternational.org/artists/?_sft_artform=visual-arts">https://www.disabilityartsinternational.org/artists/?_sft_artform=visual-arts</a></li></ul></li><li>● Climate change<ul style="list-style-type: none"><li>○ <a href="https://www.aam-us.org/2018/04/23/museums-climate-change-a-global-response/">https://www.aam-us.org/2018/04/23/museums-climate-change-a-global-response/</a></li></ul></li></ul> | <ul style="list-style-type: none"><li>● Inclusion</li><li>● Local art society</li><li>● Global and environmental events</li><li>● Personal significance (current social issues - community; family; personally)</li><li>● Sketching, planning, refining: possible series or revisions</li></ul> |
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## Visual Art Curriculum Grade Levels 6 - 8

### G7 Unit 2: Assessments

**Formative assessments:**

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing
- Classroom Critiques

**Summative Assessments:**

- Rubric for projects
- Student portfolio
- Artwork selected for district art show

**Benchmark Assessment:**

- Teacher-created benchmark assessments aligned to standards to be given periodically during the year.

**Alternative Assessments:**

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### G7 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



## Visual Art Curriculum Grade Levels 6 - 8

### Grade 8

<b>G8 Unit 1: Reinventing Art</b>	<b>Pacing: 8 weeks</b>
<p><b>Unit Summary:</b>            In this unit of study, students will redesign/ reinvent a piece of artwork with contemporary art approaches. To support this creative process, they will individually and/or collaboratively research the genres of painting, sculpture, photography and architecture, and cooperatively develop the evaluative criteria for this task. At the same time, students will construct arguments in support of their artistic choices.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does one determine criteria to evaluate a work of art?</li> <li>2. How and why might criteria vary?</li> <li>3. How is a personal preference different from an evaluation?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• People evaluate art based on various criteria.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p><b>1.5.8.Cr1b:</b> Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p><b>1.5.8.Cr2c:</b> Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p><b>1.5.8.Re9a:</b> Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compose an argumentative response in support of one’s artistic choices.</li> <li>• Update previously created artwork that represents a historical or vintage approach.</li> <li>• Reassemble artwork with a modern approach gathered through research and discussion.</li> <li>• Develop criteria to evaluate reinvented artwork designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate</li> <li>• Analyze</li> <li>• Perceive</li> <li>• Share</li> <li>• Synthesize</li> </ul>



## Visual Art Curriculum Grade Levels 6 - 8

### Interdisciplinary Connections

#### English-Language Arts

- SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - D. Establish and maintain a formal style.
  - E. Provide a concluding statement or section that follows from and supports the argument presented.

#### Comprehensive Health & Physical Education

- 2.1.8.SSH.2: Demonstrate communication skills that will support healthy relationships.

#### Computer Science & Design Thinking

- 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital)

#### Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.

### G8 Unit 1: Instructional Materials, Resources & Key Terms

#### Core Instructional Materials

- Materials dependent upon project

#### Additional Resources

- Suggested topics
- History of documenting man in pictorial form

#### Key Terms

- Vintage
- Historical
- Reinvent



## Visual Art Curriculum Grade Levels 6 - 8

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>● Pull a masterpiece of choosing and then defend why they chose it; then alter it in some way.</li><li>● Plagiarism conversation</li><li>● Steal Like an Artist (book)</li><li>● 9-11 piece (See link)<ul style="list-style-type: none"><li>○ <a href="https://www.flickr.com/photos/wallyg/15907645125">https://www.flickr.com/photos/wallyg/15907645125</a></li><li>○ <a href="https://www.atlasobscura.com/places/double-check-businessman-sculpture">https://www.atlasobscura.com/places/double-check-businessman-sculpture</a></li></ul></li></ul> | <ul style="list-style-type: none"><li>● Evaluative criteria</li><li>● Argument</li></ul> |
|--|---|--|

### G8 Unit 1: Assessments

#### Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing
- Classroom Critiques

#### Summative Assessments:

- Rubric for projects
- Student portfolio
- Artwork selected for district art show

#### Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
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## Visual Art Curriculum Grade Levels 6 - 8

### G8 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



## Visual Art Curriculum Grade Levels 6 - 8

### G8 Unit 2: Collaborative Identities

**Pacing:** 8 weeks

#### Unit Summary:

In this unit of study, students will focus on how art is a reflection of identity and culture. With this in mind, they will analyze and contrast how art forms are used to establish, represent, and support group identity and culture. Students will generate theme-based artwork that shows their identity from an individual and/or collaborative perspective. They will also construct an exhibition narrative to convey and capture their artistic approaches.

#### Essential Questions:

1. What methods and processes are considered when preparing artwork for presentation or preservation?
2. How does refining artwork affect its meaning to the viewer?
3. What criteria are considered when selecting work for presentation, a portfolio, or a collection?
4. How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
5. How does art help us understand the lives of people of different times, places, and cultures?
6. How is art used to impact the views of a society?
7. How does art preserve aspects of life?

#### Enduring Understandings:

- 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. .
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p><b>1.5.8.Pr5a:</b> Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p><b>1.5.8.Cn10a:</b> Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Brainstorm to generate an idea for artwork that represents identity.</li> <li>● Analyze how art forms are used to establish, represent, and support group identity and culture.</li> <li>● Construct an exhibition narrative that conveys the artistic approach.</li> <li>● Prepare an exhibition narrative to authenticate a collection of student-created artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze</li> <li>● Relate</li> <li>● Perceive</li> <li>● Share</li> </ul>



## Visual Art Curriculum Grade Levels 6 - 8

**1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

### Interdisciplinary Connections

#### English-Language Arts

- SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### Career Readiness, Life Literacies & Key Skills

- 9.4.5.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.5.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.5.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

#### Comprehensive Health & Physical Education

- 2.1.8.SSH.2: Demonstrate communication skills that will support healthy relationship

#### Design Thinking

- 8.2.8.ITH.1: Evaluate the impact of sustainability on the development of a designed product or system.

#### Social-Emotional Competencies & Sub Competencies:

- Recognize the skills needed to establish and achieve personal and educational goals.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Recognize and identify the thoughts, feelings, and perspectives of others.



## Visual Art Curriculum Grade Levels 6 - 8

### G8 Unit 2: Instructional Materials, Resources & Key Terms

#### Core Instructional Materials

- Materials depend on student choice and project

#### Additional Resources

- Related to student choice & topic to be pre-approved by Art Teacher and/or administration.

#### Key Terms

- Exhibition narrative
- Strategize
- Authenticate
- Collection

### G8 Unit 2: Assessments

#### Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing
- Classroom Critiques

#### Summative Assessments:

- Rubric for projects
- Student portfolio
- Artwork selected for district art show

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## Visual Art Curriculum Grade Levels 6 - 8

### G8 Unit 2: Accommodations & Modifications

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