



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

Middle School Visual Art

Content Area: Visual Arts
Grade Span: 6-8
Revised by: Irina Nikitovic
Presented by: Rebekah Sterlacci
Approval date: August 2023

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Piscataway Township Schools
1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description

Visual Art is a semester course at the Middle School Level offered on an alternating A/B day schedule. While creation is a component of the course work, this is a developmentally appropriate class that provides opportunities for students to explore a variety of genres, art history, develop 2-D and 3-D skills, and make connections to the subject matter in a personal and emotional way that not only facilitates technical skill but also self-awareness.

The semester is divided into units for each grade level, 2-D; drawing painting, printmaking and 3-D; clay, soft sculpture, and 3-D construction sculpture. This provides an opportunity for students to grow and develop their technical abilities in the areas of basic skills, observation, color theory, materials, construction, creation and display. Skills are revisited over three years with lessons that build on each skill and theory with a special focus for each grade level on culture, history, and creation.

In each Middle School, there is a section of Accelerated 8th Grade Art for students planning to continue with Visual Art in High School in both the Academy and Standard Course Sequence. The curriculum is the same, however the pacing/project focus may vary – see the addendum at the conclusion of this guide.

Goals

- Students will be able to become proficient in searching, downloading APP's, creating specific folders and submitting work electronically.
- Students will be able to effectively and competently use and move from editing, to creating, to saving, in order to complete an assignment.
- Students will be able to learn through personal creation that digital art can be aesthetically pleasing.
- Students will be able to learn to use technology for multiple purposes.
- Students will be able to learn to create classical content with new media.
- Students will be able to independently follow written, verbal and visual instruction for creation.
- Students will be able to measure with a ruler, use a hammer and nail, thread a needle, sew, choose aesthetically pleasing colors and patterns, glue neatly.
- Students will be able to keep a sketchbook/journal documenting their sketching and idea formation and dating the pages to show progress.
- Students will be able to draw what they see through careful observation using a variety of techniques.
- Students will be able to distinguish contour line from sketching.
- Students will be able to use the images from their visual dictionary, "mind's eye" from listening and reading to draw from their imaginations.
- Students will be able to create aesthetically pleasing works of art from their imagination.
- Students will be able to use observational drawing exercises to increase visual literacy.
- Students will be able to draw objects as they appear with increasing proficiency from year to year
- Students will be able to demonstrate the ability to create the illusion of form, depth and distance using light, value and various drawing techniques.
- Students will be able to choose the correct art media for a given task.
- Students will be able to understand that there are many possible applications of any given art media.
- Students will be able to create/draw confidently and effectively using a variety of art media.
- Students will be able to recreate the color wheel.

- Students will be able to identify primary, secondary and tertiary colors and 6 complimentary pairs by name and color.
- Students will be able to mix the colors of the color wheel in paint and colored pencil and create specific color schemes.
- Students will be able to distinguish between hue, tint and shade
- Students will be able to compose a work of art according to a specific genre.
- Students will be able to identify the components of the following genres:
- Landscape: foreground, middle ground, background, overlap, perspective.
- Still life: objects, surface, values, shadows, composition in addition to landscape terminology.
- Portraiture: frontal, 3/4 view, profile, in addition to landscape and still life terminology.
- Students will be able to compare and contrast the same genre from different time periods in history, culture and mediums.
- Students will be able to properly hold, use and care for a variety of art tools.
- Students will be able to identify when and where to use specific materials and techniques to achieve the best outcome.
- Students will be able to identify the following sculptural terms: utilitarian, decorative, relief, in the round, additive and subtractive.
- Students will be able to conceptualize a 3 dimensional object from a 2 dimensional sketch.
- Students will be able to make an emotional connection to self and the world around them through music and art.
- Students will be able to understand the importance of text and written expression in art.
- Students will be able to identify, express and produce art using symbolism that reflects aspects of their personality.
- Students will be able to identify the elements of art and use them to create aesthetically pleasing art.
- Students will be able to properly use the correct tools of printmaking.
- Students will be able to use symmetry and balance in creating block prints.
- Students will be able to identify geometric and organic shapes.
- Students will be able to use scissors correctly.
- Students will be able to create a collage.

Scope and Sequence

Unit	Topic	Length
Unit 1	Artist as Activist	2-3 Weeks
Unit 2	Technology	2-3 Weeks
Unit 3	Fostering Creativity and Imagination	2-3 Weeks
Unit 4	Drawing Elements and Principals – Media	2-3 Weeks
Unit 5	Color Theory	2-3 Weeks
Unit 6	Genres/Movements in Art	2-3 Weeks
Unit 7	Painting	2-3 Weeks
Unit 8	3-Dimensional Design/Sculpture	2-3 Weeks
Unit 9	2-Dimensional Art Paper and Printmaking	2-3 Weeks

Resources

Suggested Resources:

Pinwheels for Peace website
Facing Racism – CHHANGE website
iPads, Apple TV
iPad apps: Adobe draw, Piccollage, Photo editor, Megaphoto
Museum Websites: MoMa, MMA, National Gallery of Art
Books: Henri Matisse: Drawing with Scissors, David Hockney: A Bigger Picture, Wayne Thiebaud: Delicious, Faith Ringgold, Tar Beach
The ABC's of Art handout: Website
Sketchbooks
Color Wheels
Natural Objects for Still life
Betty Edwards: Drawing on the Right Side of the Brain and Color.
Marvin Bartel, Joseph Cornell, Dorothea Lange, Keith Haring

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Unit One: Artist As Activist

Topics Include:

Understanding the Importance of Performance Art in Community Connections and Public Statements
Community Service, Global Awareness, Social Commitment
Personal Feeling, Emotional Response to Color
Musical Connections
Symbolic Visual Images
Historical References

Unit Two: Technology

Topics Include:

The Importance of Technology in a Digital Global Society
Apps, Download - Upload
Link, Drive
Making Folders, Cut, Paste and Save
Stylus
Layers - Filters, Tool Box

Unit Three: Fostering Creativity and Imagination

Topics Include:

Why Artists use a Sketchbook / Journal
Basic Skills Assessment: Cutting, Measuring, Sewing, Folding
Design: Individualized Color and Pattern Choice
Personal expression: Ideas and Thoughts in Visual and Written Form
Sketchbook as: Planning, Research, Experimentation
Using Tools and Implements of Construction
Reading and Following Directions as Integral and Necessary Skills for Success

Unit Four: Drawing: Elements and Principals

Topics Include:

The study, practice and terminology of the elements of art:
Line, Color, Value/Shading, Shape, Form, Texture
Light source: highlight, cast shadow, reflective light
Perspective: overlap, fore, middle, background, depth, distance
Composition

Drawing: Media and the importance of choosing the correct media for a given task.

Topics include:

The introduction, reinforcement and study of:
Graphite/Pencil/Colored Pencil
Mark making
Blending Stumps/tortillons
Kneaded erasers, subtractive drawing

chalk pastel, Charcoal, layering, burnishers
Oil Pastel, Blending
Stylus, iPad

Unit Five: Color Theory

Topics Include:

Basic Theory: Order of the Color Wheel
Identifying color groups, Primary, Secondary, Tertiary, Complimentary, Cool, Warm
Color Interactions, creating mood
Color Mixing
Color Schemes
Value in Color, Tint, Shade, Mono Chromatic

Unit Six: Genres/Art Movements and the ability to use correct terminology when discussing and creating

Topics Include:

Genre
Landscape: fore, middle and background
Portrait: ¾ view, side/profile, frontal, selfie, self-portrait
Still Life: Objects, Surface, Overlap, Proportion, Composition
Historical Time Periods:
Impressionism, Realism, Contemporary Art, Street Art, Digital Art
African, Asian, Hispanic and American Art

Unit Seven: Painting

Topics Include:

Media: Water Color, Tempera, Acrylic, Oil
Materials: Brush Types, Sponges
Techniques: Brush Strokes, Blending, Layering, Glazing, Dry Brush, Wet on Wet, Splatter
Transparency, Opacity
Color mixing
Dry Time
Painting Surfaces: Canvas, Paper, Cardboard, Wood, Clay

Unit Eight: 3-Dimensional Design and Sculpture

Topics Include:

2D idea to 3D sculpture
Additive vs. Subtractive
Positive and Negative Space
Decorative vs. Utilitarian
Relief
Sculpture in the Round
Classical vs. Modern
Conventional vs. Unconventional
Static vs. Mobile
Soft Sculpture

Unit Nine: 2 Dimensional Art-Printmaking

Topics Includes:

Subtractive
Positive vs. Negative Space
Organic vs. Geometric
Transfer, Tracing Paper
Symmetrical vs. Asymmetry
Symbolic
Radial
Carving
Rubber Block
Brayer
Printing Ink
Balance, Line, Emphasis, Texture
Bold, Delicate

Unit Nine: 2 Dimensional: Paper

Topics Includes:

Collage
Scissors
Paste, Glue
Overlap, Align, Juxtapose, Next to
Positive vs. Negative Space
Organic vs. Geometric Shapes
Complimentary, Warm, Cool, Primary
Movement, Balance, Static
Henri Matisse, Faith Ringgold
Quilt, Story Telling

Addendum: 8th Grade Accelerated Art Suggested Sequence

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

Anchor Standard 3 Refining and Completing Products	
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Anchor Standard 6 Conveying Meaning Through Art	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

UNIT 1: Artist as Activist

Summary and Rationale

Topics Include:

- Understanding the Importance of Performance Art in Community Connections and Public Statements
- Community Service, Global Awareness, Social Commitment
- Personal Feeling, Emotional Response to Color
- Musical Connections
- Symbolic Visual Images
- Historical References
- Installation Art
- Each grade level has a lesson in symbolism, self-awareness and social commitment

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

Anchor Standard 3 Refining and Completing Products

1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
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Anchor Standard 4 Selecting, Analyzing, and Interpreting Work

1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create product

1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
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Anchor Standard 6 Conveying Meaning Through Art	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Students will be able to conceptualize a 3 dimensional object from a 2 dimensional sketch.
- Students will be able to make an emotional connection to self and the world around them through music and art.
- Students will be able to understand the importance of text and written expression in art.
- Students will be able to identify, express and produce art using symbolism that reflects aspects of their personality.
- Students will be able to visualize and construct a 3 Dimensional object inspired by social issues

Unit Essential Questions

- What role does the concept of “Peace” play in life?
- Have you ever experienced or witnessed “Discrimination” personally, within your family, community or the world at large?
- In what ways does discrimination interfere with Peace?
- What role does music play in the way feelings and emotions are expressed through visual imagery?
- How can a simple gesture change the way someone views the world?
- How can being an active member of the community change society?
- How does art in the community change society’s feelings about important issues?

Objectives

Students will know:

- Students will know the importance of a peaceful existence.
- Students will know that discrimination of any kind is unhealthy.
- Students will know that personal symbols also have global meaning.
- Students will know that listening to music related to social topics affects our thoughts, moods, and visual expression.
- Students will know that individuals and groups small and large can influence and change society's views.
- Students will know that one person can make a difference.
- Students will know that participation in local and global initiatives creates change.

Students will be able to:

- Students will be able to conceptualize a 3-dimensional object from a 2 dimensional sketch.
- Students will be able to make an emotional connection to self and the world around them through music and art.
- Students will be able to understand the importance of text and written expression in art.
- Students will be able to identify, express and produce art using symbolism that reflects aspects of their personality.
- Students will be able to express their personal feelings regarding discrimination in visual and written form
- Students will be able to express their personal feelings regarding Peace in visual and written form.

Resources

Suggested Resources:

Pinwheels for Peace Website
CHHANGE Website – Facing Racism
Music by John Lennon, Simon and Garfunkel, Sam
Cook, Marvin Gaye, Joni Mitchell, Joan Baez, Louis
Armstrong, James Kerry Marshall, Banksy, Keith
Haring, Glenn Ligon, Shirin Neshat

UNIT 2: Technology

Summary and Rationale

Topics Include:

- The Importance of Technology in a Digital Global Society
- Apps, Download - Upload
- Link, Drive
- Making Folders, Cut, Paste and Save
- Stylus
- Layers - Filters, Tool Box
- **Developing:** basic skills: downloading, uploading, making folders
- **Intermediate:** reinforcing basic skills, drawing, layers filters
- **Advanced:** reinforcing basic skills and developing new uses for these skills while exploring new ones. Sub units deal directly with art making and are taught as individual lessons throughout the year.

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

Anchor Standard 3 Refining and Completing Products

1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
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Anchor Standard 4 Selecting, Analyzing, and Interpreting Work

1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create product

1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and
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	formulate exhibition narratives.
Anchor Standard 6 Conveying Meaning Through Art	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Students will be able to become proficient in searching, downloading APP’s, creating specific folders and submitting work electronically.
- Students will be able to effectively and competently use and move from editing, to creating, to saving, in order to complete an assignment.
- Students will be able to learn through personal creation that digital art can be aesthetically pleasing.
- Students will be able to learn to use technology for multiple purposes.
- Students will be able to learn to create classical content with new media.

Unit Essential Questions

- How can technology be used to enhance student performance?
- Does technology enhance or hinder our thought process?
- Is “Digital Art” more relevant in modern society?
- How does the relevancy of Digital Art fit into “Art” as we know it and have learned it?
- In what ways can technology enhance our abilities to express ourselves as artists?

- Can artists create viable/saleable museum worthy works of art through the use of technology?
- Can digital Art be aesthetically pleasing?

Objectives

- Students will know: Students will know that being proficient and technologically savvy is essential for classroom and our global society.
- Students will know the importance of keeping accurate, organized and easy to find information essential to success.
- Students will know that technology and digital media are used widely within the creative visual arts.
- Students will know that digital art and technology allows us to now create that which was impossible or difficult.
- Students will know that digital art and technology have broadened and brought to our finger tips the ability to express ourselves, entertain ourselves and enhance our knowledge.
- Students will know that digital art and the use of technology is widely used and accepted by galleries, museums and the public.
- Students will know that there are many options when creating with technology.
- Students will know that art created using any medium can be aesthetically pleasing.
- Students will know that art takes skill regardless of the medium.

Students will be able to:

- Students will be able to become proficient in searching, downloading APP's, creating specific folders and submitting work electronically.
- Students will be able to effectively and competently use and move from editing, to creating, to saving, in order to complete an assignment.
- Students will become increasingly organized.
- Students will be able to learn through personal creation that digital art can be aesthetically pleasing.
- Students will be able to learn to use technology for multiple purposes.
- Students will be able to learn to create classical content with new media.

Resources

Suggested Resources:

iPad, stylus, David Hockney: A Bigger Picture, APP store, Apple TV, Piccolage, Photo Editor, Adobe Draw, Mega Photo, Schoology, Previous work of students, Paul Cappinigro, Jerry Ulesman, Rene Magritte

UNIT 3: Fostering Creativity and Imagination

Summary and Rationale

Topics Include:

- Why Artists use a Sketchbook / Journal
- Basic Skills Assessment: Cutting, Measuring, Sewing, Folding
- Design: Individualized Color and Pattern Choice
- Personal expression: Ideas and Thoughts in Visual and Written Form
- Sketchbook as: Planning, Research, Experimentation
- Using Tools and Implements of Construction
- Reading and Following Directions as Integral and Necessary Skills for Success

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

Anchor Standard 3 Refining and Completing Products

1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create product

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1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
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Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Students will be able to independently follow written, verbal and visual instruction for creation.
- Students will be able to measure with a ruler, use a hammer and nail, thread a needle, sew, choose aesthetically pleasing colors and patterns, glue neatly.
- Students will be able to keep a sketchbook/journal documenting their sketching and idea formation and dating the pages to show progress.
- Students will be able to draw what they see through careful observation using a variety of techniques.
- Students will be able to distinguish contour line from sketching.
- Students will be able to use the images from their visual dictionary, “mind’s eye” from listening and reading to draw from their imaginations.
- Students will be able to create aesthetically pleasing works of art from their imagination.
- Students will be able to use observational drawing exercises to increase visual literacy.

Unit Essential Questions

- Who uses sketchbooks and journals?
- Why do people such as artists, scientists, mathematicians and writers use sketchbooks and journals?
- Why do artists create their own personalized sketchbooks and journals?
- Is there a difference between what we see and what is really there or what we think we know?

- Does careful observation change what we see?
- What is the importance of practice and revisiting common topics?
- Does “Practice Make Perfect”?
- What is the “mind’s eye”?
- How does one increase or expand the “mind’s eye” or our visual dictionary?
- What is visual literacy?
- What is the connection between what we read and hear and what we imagine?
- Is artwork made from the imagination more or less pleasing than from observation?

Objectives

Students will know:

- Students will know that artists of all kinds use sketchbooks and journals to research, plan, brainstorm, experiment, sketch, record and reflect before, during and after execution.
- Students will know that art requires thought, planning and practice to increase proficiency.
- Students will know that sketchbooks and journals are a personal journey of theories, thoughts, feelings and ideas.
- Students will know that we learn through observation and practice.
- Students will know the difference between contour line and sketching.
- Students will know that drawing from observation increases our ability to accurately represent and understand nature and our physical surroundings.
- Students will know that observational drawing increases our ability to draw what we see in our “mind’s eye” (memory)
- Students will know that words evoke images.
- Students will know that our imagination is influenced by what we hear and read.
- Students will know that visual literacy is the ability to visualize what we hear and read.
- Students will know that the “mind’s eye” is like a visual dictionary in our brain.
- Students will know that artwork created from the imagination can be both aesthetically pleasing as well as accurate.

Students will be able to:

- Students will be able to independently follow written, verbal and visual instruction for creation.
- Students will be able to measure with a ruler, use a hammer and nail, thread a needle, sew, choose aesthetically pleasing colors and patterns, glue neatly.
- Students will be able to keep a sketchbook/journal documenting their sketching and idea formation and dating the pages to show progress.
- Students will be able to draw what they see through careful observation using a variety of techniques.
- Students will be able to draw with contour line and through sketching.
- Students will be able to use the images from their visual dictionary, “mind’s eye” from listening and reading to draw from their imaginations.
- Students will be able to create aesthetically pleasing works of art from their imagination.
- Students will be able to use observational drawing exercises to increase visual literacy.

Resources

Suggested Resources:

Books: Dragon, Leonardo daVinci’s Notebooks
 Written instructions for the sketchbook
 Natural and manmade objects, Joseph Cornell
 Quotes, Dime-store Alchemy, Chris Van Allsburg

UNIT 4: Drawing: Elements and Principles

Summary and Rationale

Topics Include:

Drawing and the study, practice and terminology of the elements of art:

- Line, Color, Value/Shading, Shape, Form, Texture
- Light source: highlight, cast shadow, reflective light
- Perspective: overlap, fore, middle, background, depth, distance
- Composition

Media and the importance of choosing the correct media for a given task.

- The introduction, reinforcement and study of:
- Graphite/Pencil/Colored Pencil
- Mark making – cross hatching
- Blending Stumps/tortillons
- Kneaded erasers, subtractive drawing
- chalk pastel, Charcoal, layering, burnishers
- Oil Pastel, Blending
- * Stylus, iPad

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

Anchor Standard 3 Refining and Completing Products

1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
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Anchor Standard 4 Selecting, Analyzing, and Interpreting Work

1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Anchor Standard 6 Conveying Meaning Through Art	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

Drawing: Elements and Principals:

- Students will be able to draw objects as they appear with increasing proficiency from year to year
- Students will be able to demonstrate the ability to create the illusion of form, depth and distance using light, value and various drawing techniques.
- **Developing:** line, observational and contour drawing, value/shade, shape, form, light source: object shadow/cast shadow, perspective: overlap, fore, middle, background, composition
- **Proficient:** reinforcement of developing with the addition of reflective light, depth

- **Advanced:** reinforcement of developing and Proficient with the addition of half tone, core, illusion, distance

Drawing: Media

- Students will be able to choose the correct art media for a given task.
- Students will be able to understand that there are many possible applications of any given art media.
- Students will be able to create/draw confidently and effectively using a variety of art media.

Unit Essential Questions

Drawing: Elements and Principals

- Does observational drawing increase one's ability for accurate recall?
- Does the ability to draw accurately from memory increase ones imagination?
- Is expansion of the imagination enhanced and increased by confident skills and abilities?
- How does shape and form affect accurate perspective?
- What needs to be accurate to create believable perspective? Drawing, lighting, overlap?
- Isn't perspective just an illusion that is created?
- How do you differentiate between contour line drawing and sketching? Is one better than the other?

Drawing: Media

- Does the choice of media affect the desired outcome of a work of art?
- Does the unique characteristics of a particular art media effect the artists desire to use it?
- Can art media be used in both conventional and unconventional ways?
- Does the ability to use art media skillfully change the quality of a work of art?

Objectives

Students will know:

Drawing: Elements and Principals:

- Students will know there is a difference between observational drawing and imaginative drawing.
- Students will know the difference between sketching and contour line drawing.
- Students will know that adding a light source turns a flat shape/image into a form/3D.
- Students will know that in a composition perspective is created by overlap, fore, middle and background.
- Students will know that a visually interesting work of art can be created from observation or imagination.
- Students will know that all works of art are created using the elements of art.

Drawing: Media

- Students will know that choice of media effects outcome.
- Students will know the difference between wet and dry media.
- Students will know the difference between hard and soft media.
- Students will know that media can be used for uses other than what its intended.
- Students will know that experimentation and exploration with media in unconventional ways leads to exciting outcomes and works of art.

Students will be able to:

Drawing: Elements and Principals:

- Students will be able to identify the elements of art.
- Students will be able to identify the difference in sketching and contour line drawing.
- Students will be able to turn a shape into a form.
- Students will be able to show 3 values and a cast shadow in a still life composition.
- Students will be able to draw objects/people as they appear with increasing proficiency from year to year
- Students will be able to demonstrate the ability to create the illusion of form, depth and distance using light, value overlap and various drawing techniques.
- Students will be able to identify fore, middle and background in a composition.

- Students will be able to create a work of art using the elements art.
- **Developing:** line, observational and contour drawing, value/shade, shape, form, light source: object shadow/cast shadow, perspective: overlap, fore, middle, background, composition
- **Proficient:** reinforcement of developing with the addition of reflective light, depth
- **Advanced:** reinforcement of developing and Proficient with the addition of half tone, core, illusion, distance

Drawing: Media:

- Students will be able to choose the correct art media for a given task.
- Students will be able to understand that there are many possible applications of any given art media.
- Students will be able to identify a variety of art media.
- Students will be able to create/draw confidently and effectively using a variety of art media

Resources

Suggested Resources:

Still life drawing test
 ABC's of ART Website handout, Betty Edwards;
 Drawing on the Right side of the Brain, Marvin
 Bartel; Art and Learning to Think and Feel,
 Leonardo daVinci, Shaun Tan, William Joyce

UNIT 5: Color Theory

Summary and Rationale

Topics Include:

Students will revisit color theory as developing, intermediate, and advanced artists

- Students will develop and expand their understanding of the color and its aesthetic importance to conveying mood.
- Basic Theory: Order of the Color Wheel
- Identifying color groups, Primary, Secondary, Tertiary, Complimentary, Cool, Warm
- Color Interactions, creating mood
- Color Mixing, color interactions
- Color Schemes
- Value in Color, Tint, Shade, Mono Chromatic

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

Anchor Standard 3 Refining and Completing Products

1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
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Anchor Standard 4 Selecting, Analyzing, and Interpreting Work

1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create product

1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Anchor Standard 6 Conveying Meaning Through Art	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Students will be able to recreate the color wheel.
- Students will be able to identify primary, secondary and tertiary colors and 6 complimentary pairs by name and color.
- Students will be able to mix the colors of the color wheel in paint and colored pencil and create specific color schemes.
- Students will be able to distinguish between hue, tint and shade

Unit Essential Questions

- How does color affect the way the viewer relates and connects emotionally to a work of art?
- Does the artists understanding of color theory affect their ability to convey a message or mood?
- Do color choices affect composition?
- Is it important for artists to know color theory to be successful?

Objectives

Students will know:

- Students will know that color affects mood.
- Students will know the aesthetic importance of color choice in composition.
- Students will know that color impacts the viewer's interaction with a work of art.

Students will be able to:

- Students will be able to recreate the color wheel.
- Students will be able to identify primary, secondary, (developing) and tertiary (intermediate) colors and 3 (developing) then 6 (intermediate) complimentary pairs by name and color.
- Students will be able to mix the colors of the color wheel in paint (developing/intermediate) and colored pencil (intermediate/advanced)
- Students will be able to distinguish between hue, tint and shade (intermediate)
- Students will be able to create specific color schemes.
- Students will be able to create aesthetically pleasing works of art using color.

Resources

Suggested Resources:

Elements of Art Test
Color wheel, Wayne Thiebaud, Picasso,
Emotions of Color hand out, Kehinde Wylie,
Helen Frankenthaler, Takashi Murukami

UNIT 6: Genres/Art Movements

Summary and Rationale	
Topics Include: Genre Landscape: fore, middle and background Portrait: ¾ view, side/profile, frontal, selfie, self-portrait Still Life: Objects, Surface, Overlap, Proportion, Composition Historical Time Periods: Impressionism, Realism, Contemporary Art, Street Art, Digital Art African, Asian, Hispanic and American Art	
Recommended Pacing	
2-3 weeks	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
Anchor Standard 2 Organizing and Developing Ideas	
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.
Anchor Standard 3 Refining and Completing Products	
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Anchor Standard 6 Conveying Meaning Through Art	

1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to compose a work of art according to a specific genre. • Students will be able to identify the components of the following genres: • Landscape: foreground, middle ground, background, overlap, perspective, proportion. • Still life: objects, surface, overlap, values, shadows, composition in addition to landscape terminology. • Portraiture: frontal, 3/4 view, profile, in addition to landscape and still life terminology. • Students will be able to compare and contrast the same genre from different time periods in history, culture and mediums. • Students will be able to differentiate Classical from Contemporary from Abstract. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What does the term “genre” refer to in a work of art? • What are the components of the following genres? • Still life, Landscape, Portrait • What components identify classical, contemporary and abstract art works? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Students will know that “genre” refers to the subject matter of a work of art 	

- Students will know the components and correct terminology of the following genres:
- Landscape: fore, middle and background, overlap, perspective and proportion
- Still Life: terminology of landscape applied appropriately, objects, surface, values, shadows,
- Portrait: terminology of landscape and still life applied appropriately, frontal, ¾ view, profile, portrait, digital selfie, self-portrait.

Students will be able to:

- Students will be able to compose a work of art according to a specific genre.
- Students will be able to identify the components of the following genres:
- *Landscape*: foreground, middle ground, background, overlap, perspective, proportion.
- *Still life*: objects, surface, values, shadows, composition in addition to landscape terminology.
- *Portraiture*: frontal, 3/4 view, profile, in addition to landscape and still life terminology.
- Students will be able to compare and contrast the same genre from different time periods in history, culture and mediums.
- Students will be able to differentiate Classical from Contemporary from Abstract.

Resources

Suggested Resources:

Leonardo daVinci , Chuck Close portraits,
 Henri Matisse, Giorgio Morandi, still life,
 David Hockney, Vincent VanGogh,
 Landscapes, Diego Rivera, Dorothea
 Lange

UNIT 7: Painting

Summary and Rationale

Topics Include:

Media: Water Color, Tempera, Acrylic, Oil

Materials: Brush Types, Sponges

Techniques: Brush Strokes, Blending, Layering, Glazing, Dry Brush, Wet on Wet, Splatter

Transparency, Opacity

Color mixing

Dry Time

Painting Surfaces: Canvas, Paper, Cardboard, Wood, Clay

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
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1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
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Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
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1.5.8.Cr2c	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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Anchor Standard 3 Refining and Completing Products

1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
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Anchor Standard 4 Selecting, Analyzing, and Interpreting Work

1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create product

1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
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Anchor Standard 6 Conveying Meaning Through Art

1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Students will be able to properly hold, use and care for a variety of brushes and art tools for painting.
- Students will be able to identify when and where to use specific materials and techniques to achieve the best outcome.
- Students will be able to use a variety of painting techniques to create a painting.
- Students will be able to identify when and where to use opaque and transparent painting techniques
- Students will be able to blend colors, layer and glaze to create a variety of effects.
- Students will be able to distinguish between tempera, watercolor and acrylic paint.

Unit Essential Questions

- Do different paints require different painting surfaces?
- Are there specific techniques associated with each painting media?
- Does the way one holds and/or uses a brush affect the way an artist manipulates a specific media?
- Does the way paint is applied affect a viewer’s emotional response and connection to a work of art?

Objectives

Students will know:

- Students will know that there are specific techniques associated with each media.

- Students will know that the way to hold a brush and specific brushes affect the quality of a work of art.
- Students will know that specific tasks require appropriate tools.
- Students will know that transparency and opaqueness of paint offers many possibilities.
- Students will know that the way paint is applied affects the viewer’s emotional response and connection to a work of art.

Students will be able to:

- Students will be able to properly hold, use and care for a variety of brushes and art tools for painting.
- Students will be able to identify when and where to use specific materials and techniques to achieve the best outcome.
- Students will be able to use a variety of painting techniques to create a painting.
- Students will be able to identify when and where to use opaque and transparent painting techniques
- Students will be able to blend colors, layer and glaze to create a variety of effects.
- Students will be able to distinguish between tempera, watercolor and acrylic paint.

Resources

Suggested Resources:

Betty Edwards – Color, Impressionist painters,
 Color Stain painters, Emotions of Color handout,
 David Hockney, Jacob Lawrence, Kehinde Wylie,
 Will Barnett, Hayao Miyazaki

UNIT 8: 3-Dimensional Design and Sculpture

Summary and Rationale

Topics Include:

2D idea to 3D sculpture
 Additive vs. Subtractive
 Positive and Negative Space
 Decorative vs. Utilitarian
 Relief
 Sculpture in the Round
 Classical vs. Modern
 Conventional vs. Unconventional
 Static vs. Mobile
 Soft Sculpture

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

Anchor Standard 3 Refining and Completing Products

1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
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Anchor Standard 4 Selecting, Analyzing, and Interpreting Work

1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create product

1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and
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	formulate exhibition narratives.
Anchor Standard 6 Conveying Meaning Through Art	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
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1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group’s identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Students will be able to identify the following sculptural terms:
- utilitarian, decorative
- relief, in the round
- additive and subtractive
- classical, modern
- positive and negative space
- static vs. mobile
- Soft sculpture.
- Students will be able to conceptualize a 3 dimensional object from a 2 dimensional sketch.

Unit Essential Questions

- What is sculpture?
- Is classical sculpture more aesthetically pleasing than modern sculpture?
- What is the difference between static and mobile/movement?

- Can sculpture be movable and move?
- What is a mobile?
- What is the difference between 2 dimensional and 3 dimensional art?
- Is there more than one style or sculpture?
- Can sculpture be both utilitarian and decorative?
- Can sculpture be both representational as well as expressive, imaginative, and non-objective?
- When is sculpture design?
- Can craft be considered sculpture and sculpture craft?
- Is there a difference between 3 dimensional design and sculpture?
- How can we express our uniqueness through art and design?
- What makes us unique; personality, style, emotions, abilities?

Objectives

Students will know:

- Students will know that sculpture is essentially form.
- Students will know that sculpture can be static, have movement, be classical, modern, abstract or representational, carved, constructed, be hard or soft.
- Students will know that sculpture is either additive, subtractive, relief or in the round.
- Students will know that relief sculpture is viewed from the front.
- Students will know that sculpture in the round is intended to be viewed from all sides.
- Students will know that any material can be used to create sculpture.
- Students will know how to translate 2 dimensional images into 3 dimensional forms.
- Students will know that an artist's intention and meaning can be expressed through symbolism, representation or abstraction.
- Students will know that there are many sides to our personalities.
- Students will know that we all have an alter ego.
- Students will know that it is essential to have the ability to follow written and verbal directions.
- Students will know that art, craft and design can be reproduced following written and verbal directions.

Students will be able to:

- Students will be able to identify the following sculptural terms: utilitarian, decorative, relief, in the round, additive and subtractive, classical, modern, abstract, representational, static, mobile, or soft.
- Students will be able to conceptualize a 3 dimensional object from a 2 dimensional sketch.
- Students will be able to use their knowledge of methods and materials to create conventional as well as unconventional works of art.
- Students will be able to use the creative process effectively to foster independent thinking and production.
- Students will be able to follow written and verbal directions.
- Students will be able to identify and express aspects of their personalities that are kept hidden from others.
- Students will be able to utilize their imagination to create personalized sculpture.
- Students will be able to manipulate a variety of tools and materials in the creation of 3 dimensional works of art.

Resources

Suggested Resources:

Hand puppets, marionettes, Alexander Calder, Michelangelo, Amaco Clay lessons, Yinka Shonibare MBE, Tom Otterness, Niki de Saint Phalle, Yayoi Kusama

UNIT 9: 2 Dimensional Art (Printmaking and Paper)

Summary and Rationale

Printmaking

Topics Include:

Subtractive
 Positive vs. Negative Space
 Organic vs. Geometric
 Transfer, Tracing Paper
 Symmetrical vs. Asymmetry
 Symbolic
 Radial
 Carving
 Rubber Block
 Brayer
 Printing Ink
 Balance, Line, Emphasis, Texture
 Bold, Delicate

Paper

Topics Include:

Collage
 Scissors
 Paste, Glue
 Overlap, Align, Juxtapose, Next to
 Positive vs. Negative Space
 Organic vs. Geometric Shapes
 Complimentary, Warm, Cool, Primary
 Movement, Balance, Static
 Henri Matisse, Faith Ringgold
 Quilt, Story Telling

Recommended Pacing

2-3 weeks

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

1.5.8.Cr1a	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.
1.5.8.Cr1b	Develop criteria, identify goals, and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2 Organizing and Developing Ideas

1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.
Anchor Standard 3 Refining and Completing Products	
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Anchor Standard 6 Conveying Meaning Through Art	
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
1.5.8.Re7a	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.
1.5.8.Re7b	Compare and contrast cultural and societal contexts of visual arts and how they influence ideas and emotions.
Anchor Standard 8 Interpreting intent and meaning	
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.
Anchor Standard 9 Applying criteria to evaluate products.	
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.
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products	
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate

change.

Instructional Focus

Unit Enduring Understandings

- Students will be able to identify, express and produce art using symbolism that reflects aspects of their personality.
- Students will be able to identify the elements of art and use them to create aesthetically pleasing art.
- Students will be able to properly use the correct tools of printmaking.
- Students will be able to use symmetry and balance in creating block prints.
- Students will be able to identify geometric and organic shapes.
- Students will be able to use scissors correctly.
- Students will be able to create a collage.

- Students will be able to understand the importance of text and written expression in art.
- Students will be able to identify the following:
- Subtractive, Positive vs. Negative Space, Organic vs. Geometric, Transfer, Tracing Paper, Symmetrical vs. Asymmetry, Symbolic, Radial, Carving, Rubber Block, Brayer, Printing Ink, Balance, Line, Emphasis, Texture, Bold, Delicate, Collage, Overlap, Align, Complimentary, Movement

Unit Essential Questions

- How can artists get their point across without using words?
- What is symbolism?
- Are the elements of art and principals of design essential to successful art making?
- What is a radial design?
- Where to we find radial designs in nature and history?
- Can meaningful artwork be made of only shape and color?
- Can shape and color tell a story?
- What is a collage?
- What are the purposes of quilts?
- How are collage and quilts similar?

Objectives

Students will know:

- Students will know that symbols have universal as well as personal meaning
- Students will know that the elements and principals of art are crucial to successful art making.
- Students will know that radial design has symmetry and emanates out from the center.
- Students will know that color and shape create dynamic images.
- Students will know that movement can be created using the elements of art: line, shape, color, positive and negative space, size and placement.
- Students will know that overlap creates perspective.
- Students will know the difference between static and movement.
- Students will know the difference between organic and geometric.
- Students will know that collage is art.
- Students will know that collage and quilts can be used to tell a story.

- Students will know that collage and quilts have similarities.
- Students will know that quilts were a collaborative art form.

Students will be able to:

- Students will be able to identify, express and produce art using symbolism that reflects aspects of their personality.
- Students will be able to identify the elements of art and use them to create aesthetically pleasing art.
- Students will be able to properly use the correct tools of printmaking.
- Students will be able to use symmetry and balance in creating block prints.
- Students will be able to identify geometric and organic shapes.
- Students will be able to use scissors correctly.
- Students will be able to visualize and cut shapes from paper without drawing them first.
- Students will be able to create a collage that shows perspective, movement, balance, and has a color story that evokes mood
- Students will be able to tell a story using images, shapes and written text.
- Students will be able to work collaboratively.
- Students will be able to understand the importance of text and written expression in art.
- Students will be able to identify the following:
Subtractive, Positive vs. Negative Space, Organic vs. Geometric, Transfer, Tracing Paper, Symmetrical vs. Asymmetry, Symbolic, Radial, Carving, Rubber Block, Brayer, Printing Ink, Balance, Line, Emphasis, Texture, Bold, Delicate, Collage, Overlap, Align, Complimentary, Movement

Resources

Suggested Resources:

Faith Ringgold, Jacob Lawrence, Gee Bend
 Quilts, Early American Quilts, Henri Matisse,
 Lisa Chipateen, Church windows, Lynd Ward,
 Indian Block Print designs, Kente Cloth, Islamic
 Tile work, Joseph Cornell, Keith Haring, Shepard
 Fairey, Yayoi Kusama

Addendum

8th Grade Accelerated Art

Purpose and Design

- Challenge advanced art students
- Feed in to the High School Visual Art Academy
- Student selection is based on 7th grade visual art performance (grades/project rubrics), student-reported interest, and teacher approval.

Scope and Sequence

This course section is based on the established middle school art curriculum and standards (see above). The order of techniques and materials may differ – reflecting degree of difficulty, along with intensity of labor, taking into consideration moving from difficult to easy and back again. This allows the artist to regenerate between assignments.

Proposed Projects

Slab sculpture building in clay:

Slap building is the most complicated of clay construction techniques. It requires math and engineering skills along with creative ideas. Students who are able to build successfully in slabs will understand that the integrity of a structure requires proportion, balance, and design, and that these qualities are paramount to a successful sculpture. Students will:

- Research architectural design and sculpture
- Engage in the design process from idea to final construction
- Create cardboard templates
- Build Machets
- Learn to use the slab roller
- Construct final sculpture

Observational Drawing:

Drawing is the most basic of skills required and desired of students. Observational drawing is drawing what one sees before them in order to expand the skills needed for imaginary drawing. Observational drawing builds the visual dictionary we hold in our “Mind’s Eye” that enables us to draw from memory.

Students will:

- Explore advanced value drawing in both color and gray scale
- Learn subtractive drawing
- Life drawing

Tunnel Books:

This project allows the writer and artist/illustrator to emerge and hone their skills. Tunnel books are rectangular boxes that the viewer looks inside of to view a story. Tunnel books tell a story through images and words and develops understanding of perspective. The original image is broken down into picture planes with what is closest in front and what is furthest away.

Students will:

- Write and create a visual story based on a theme
- Break down the story into pages or layers to create perspective
- Use exacto knives to cut layers
- Use watercolors or colored pencils for adding color
- Construct a 3-Dimensional tunnel book

Photography Portfolio:

In today's digital world, photographs/images whether by phone, iPad, or camera are flooding our visual field. Students exposed to the fine qualities of photography will have images that are unique and idiosyncratic and stand out amongst the thousands of images available today.

Students will:

- Research modern and contemporary photographers
- Learn to compose and shoot
- Utilize multiple editing apps
- Create a portfolio of personal images

Acrylic Painting:

Painting is a necessary and basic skill required and desired by students. It is also a therapeutic art form. Ending the course with painting gives students a time to reflect and relax before moving on.

Students will:

- Explore advanced color theory
- Explore painting techniques
- Explore impressionistic painting, abstract painting, and realism
- Explore Landscape Painting
- Paint from observation