

Clinton-Glen Gardner School District



Curriculum Management System

Visual Arts

Grade 8

August 2011

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: August 23, 2011
Revised: September 25, 2012

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Acknowledgments

The following individual is acknowledged for assistance in the preparation of this Curriculum Management System:

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**21st Century Life and Careers Integration: Jessica Latanzio Crespo
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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the visual art program is to contribute to students' regular, sequential arts instruction.

As with any language, artistic literacy provides the tools necessary to express one's self. The visual arts curriculum provides the tools with which students can become artistically literate and fosters students who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for Visual and Performing Arts may be found at:

<http://www.state.nj.us/education/cccs/2009/final.htm>

A note about 21st Century Life and Careers Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for 21st Century Life and Careers were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for 21st Century Life and Careers may be found at:

<http://www.state.nj.us/education/cccs/standards/9/>

**Grade 8
Visual Arts**

Scope and Sequence

Quarter I	
<p>Topic: Art and Composition</p> <ul style="list-style-type: none">I. Incorporating technique and art elements and principles of design<ul style="list-style-type: none">a. Elements of line and contourb. Contrast and emphasis through value and color	<p>Topic: Painting Through History</p> <ul style="list-style-type: none">II. Painting techniques, styles and movements through history<ul style="list-style-type: none">a. Social and political trends reflected in art movements throughout historyb. Original works of art reflecting history/eventsc. Painting media and techniques
<p>Topic: Media and Self-Expression</p> <ul style="list-style-type: none">III. Media exploration through the production of two- and three-dimensional art<ul style="list-style-type: none">a. Traditional and digital mediab. Artistic styles, movements, and trends in various art forms	<p>Topic: Sculptural Forms</p> <ul style="list-style-type: none">IV. Media and technique exploration<ul style="list-style-type: none">a. Artistic styles, trends, and movements in three-dimensional forms throughout historyb. Art elements and principles of design in the creation of three-dimensional works of artc. Media and techniques in creating a sculptural form

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 Visual Arts	Topic: Art and Composition	
		Goal 1: The student will be able to incorporate various techniques and media, along with the principles of design and art elements in the creation of original works of art.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-8	<p>1.1. Incorporate art elements and principles of design in creating works of art using various media and techniques in the expression of original ideas (perspective, illusionary depth, value and pattern). (1.3.8.D.1, 1.3.8.D.2)</p> <p>1.2. Explore the characteristics and content found in historical art references and utilize this information as inspiration for creating original artworks. (1.3.8.D.5)</p> <p>1.3. Identify genres of art (realism/abstract, conceptual art) use appropriate art vocabulary and solve visual problems. (1.3.8.D.3)</p> <p>1.4. Respond emotionally and observationally to diverse cultural and historical works of visual art. (1.4.8.A.2)</p> <p>1.5. Evaluate a work of art by exploring the artist's</p>	<p>Essential Questions: What can an artist do with line? How can an artist use line to show emphasis and movement? How do the art elements and design principles help organize an artwork?</p> <p>Conceptual Understandings: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm and movement. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques. Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making. Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Contour Drawing Value scale and composition Pencil composition and value Self-portrait</p> <p>Assessment Models: Rubric Teacher observation Class critique Class participation Self-assessment Group/individual assessment</p> <p>Additional Resources: Smart Board presentation Fine art reproductions</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Visual Arts	Topic: Art and Composition	
		Goal 1: The student will be able to incorporate various techniques and media, along with the principles of design and art elements in the creation of original works of art.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>technical proficiency and the content or form of the artwork. (1.4.8.B.1)</p> <p>1.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>	<p>Universal elements or art and principles of design apply equally to artwork across cultures and historical eras.</p> <p>The ability to recognize a problem and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time.</p>	<p>Art elements/principles of design visuals</p> <p>Objects from nature</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Visual Arts	Topic: Painting Through History	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-15	<p>2.1. Incorporate various art elements and principles of design in creating original artworks reflecting current events. (1.3.8.D.1)</p> <p>2.2. Examine the characteristics and symbolism found in diverse works of art and use these visual statements as inspiration for creating original artworks. (1.3.8.D.4, 1.3.8.D.5)</p> <p>2.3. Distinguish among artistic styles, trends, and movements within diverse cultures and historical eras. (1.4.8.A.3)</p> <p>2.4. Create original artworks reflecting concepts and styles of historical and cultural references. (1.3.8.D.2, 1.3.8.D.6)</p> <p>2.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking</p>	<p>Essential Questions: How have artists throughout history influenced artists' of today? Why do artists' paint in different styles?</p> <p>Conceptual Understandings: Studying masterworks of art from different cultures and historical eras helps us understand specific cultures. Art is often directly related to current or past world events. The art elements and principles of design apply equally to artwork across cultures and historical eras. An artists' ideas or self-expression may be influenced by political and social climates. Art can be identified, talked about and categorized by trends, movements, and style.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Current event painting – painting in an artist's style (Van Gogh, Monet, Dali, Picasso, etc.) O'keeffe larger than life studies – watercolor/pastel Cubist Still Life – Acrylic painting</p> <p>Assessment Models: Rubric Teacher observation Class critique Class participation Self-assessment Group/individual assessment</p> <p>Additional Resources: Smart Board presentations Fine art prints Books on visual artists</p>

Suggested days of Instruction	Curriculum Management System	Topic: Painting Through History	
	Subject/Grade Level: Grade 8 Visual Arts	Goal 2: The student will be able to apply characteristics of genres of art to create original works of art while exploring painting media and techniques.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and problem-solving skills. (9.1.8.A.1)</p> <p>2.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>2.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>O'keeffe DVD You Tube – Van Gogh, O'keeffe, Picasso, Cezanne</p>

Suggested days of Instruction	Curriculum Management System	Topic: Media and Self Expression	
	Subject/Grade Level: Grade 8 Visual Arts	Goal 3: The student will be able to utilize various media, including technology, as well as art elements and design principles to explore their identity and communicate ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-10	<p>3.1. Enhance their expression of creative ideas (implied space, illusionary depth, value, pattern) by exploring art mediums and incorporating art elements and design principles. (1.3.8.D.1)</p> <p>3.2. Distinguish among artistic styles, trends and movements in visual art within historical eras. (1.4.8.A.3)</p> <p>3.3. Utilize visual statements and characteristics found in historical artworks as inspiration for their own creation of original artworks. (1.3.8.D.5)</p> <p>3.4. Differentiate between traditional works of art and non-conventional styles used for expression of new ideas. (1.4.8.A.6)</p> <p>3.5. Develop strategies to reinforce positive attitudes</p>	<p>Essential Questions: How does an artist express their identity through their artwork? How do the art elements and design principles help communicate the idea of self-expression?</p> <p>Conceptual Understandings: Artists use different media and techniques, as well as art elements and design principles in communicating their ideas. The accepted meanings of known artworks change over time given shifts in social norms or beliefs. Artists can communicate values and cultural beliefs through their artwork.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Self-portrait with implied color theory - Warhol Personal objects drawn collage</p> <p>Assessment Models: Rubric Teacher observation Class critique Class participation Self-assessment Group/individual assessment</p> <p>Additional Resources: Smart Board presentations Fine art reproductions You Tube - Warhol</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Visual Arts	Topic: Media and Self Expression	
		Goal 3: The student will be able to utilize various media, including technology, as well as art elements and design principles to explore their identity and communicate ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>3.6. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4)</p> <p>3.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>3.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>3.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Visual Arts	Topic: Sculptural Forms	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-12	<p>4.1. Apply various mediums, technologies, and processes in the creation of three-dimensional works of art. (1.3.8.D.2)</p> <p>4.2. Use characteristics and symbolism found in masterworks of art as inspiration in the creation of original artwork. (1.3.8.D.5)</p> <p>4.3. Incorporate art elements and principles of design in the creation of three-dimensional works of art based on identified themes. (1.3.8.D.1)</p> <p>4.4. Generate observational and emotional responses to diverse culturally and historically specific works of art. (1.4.8.A.1)</p> <p>4.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking</p>	<p>Essential Questions: What can you learn by exploring different art methods and materials? How does art help us communicate ideas?</p> <p>Conceptual Understandings: Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Art embraces multiple solutions to a problem. Universal themes exist in art across historical eras and cultures. The elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Dale Chihully inspired organic vessels Mexican plaster masks Chinese Dragon functional pots Functional Self-portraits – clay</p> <p>Assessment Models: Rubric Teacher observation Class participation Self-assessment Group/individual assessment</p> <p>Additional Resources: Smart board presentations Fine art reproductions Dale Chichully</p>

Suggested days of Instruction	Curriculum Management System	Topic: Sculptural Forms	
	Subject/Grade Level: Grade 8 Visual Arts	Goal 4: The student will be able to effectively utilize various media, tools and techniques to create three-dimensional forms.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and problem-solving skills. (9.1.8.A.1)</p> <p>4.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>4.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>4.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>Vivian Ginsberg Smith</p> <p>Chinese Dragon visuals</p> <p>Mexican mask references and carving videos</p> <p>Chuck Close images from You Tube</p> <p>Poster visuals</p>