

# Somers Point School District



## Curriculum

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Art  
Grades 6-8  
October 2012

## Table of Contents

<b>Somers Point Schools Administration and Board of Education Members</b>	<b>Page 3</b>
<b>Acknowledgments</b>	<b>Page 4</b>
<b>District Mission Statement and Goals</b>	<b>Page 5-6</b>
<b>Philosophy/Educational Goals &amp; Beliefs</b>	<b>Pages 7</b>
<b>National and State Standards</b>	<b>Page 8</b>
<b>Scope and Sequence</b>	<b>Page 9-10</b>
<b>Goals/Essential Questions/Objectives/Instructional Tools/Activities</b>	<b>Pages 11-27</b>
<b>Benchmarks</b>	<b>Page 28</b>

## **Somers Point School District**

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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

**Writers Names:**        **A. Swift**  
                                  **R. Kulisek**  
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**Administrator:**        **Dr. Jennifer Luff, Director of Curriculum**

**Secretarial Staff:**    **Mrs. Suzanne Klotz**

# Somers Point School District

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

## Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

## Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

## **Our Vision**

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

## **PROGRAM PHILSOSOPHY, GOALS, AND BELIEFS**

### **Philosophy**

Somers Point School Districts' Fine Art program provides a foundation for a comprehensive education which aides in developing of a wide range of skills significant to many aspects of life, work and technological advances. Stimulating the student body with "hands-on" activities will develop creative thinking skills, problem solving skills, self-expression and competency across the academic curricula.

Fine Art is an important discipline that embodies a wealth of universal ideas, values, feelings and technologies that have become an integral part of our civilization and heritage. A quality Art Education is a vehicle for students to learn and contribute according to their diverse individual learning styles and cultural influences.

Art Education will enrich the understanding of accomplishments made by women and man of diverse ethnic, racial and cultural backgrounds. Accompanied with the use of appropriate technological tools, a student educated through structured and sequential learning activities in a "Discipline Based Arts Education," will acquire the necessary skills to understand, use and appreciate history, creation, and aesthetics in the world around them and criticism in their everyday lives.

## **New Jersey State Department of Education Core Curriculum Content Standards**

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

### **Standards, Strands and Cumulative Progress Indicators**

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

#### **PDF Version**

[New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#)

*In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.*

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

**ART**  
**Scope and Sequence**  
*BOLDED CPIs COORESPOND WITH ESSENTIAL QUESTIONS IN MODULES*

<b>Module 1: Culture</b> 1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 1.2.8.A.3 1.3.8.D.4 1.3.8.D.5 1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.4 1.4.8.A.5	<b>Module 2: Art History</b> 1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 1.2.8.A.3 1.3.8.D.3 1.3.8.D.4 1.3.8.D.5 1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.4 1.4.8.A.5
<b>Module 3: Elements</b> <b>1.1.8.D.1</b> <b>1.3.8.D.1</b> 1.4.8.B.3	<b>Module 4: Principles</b> 1.1.8.D.1 1.3.8.D.1 1.4.8.B.3

<p><b>Module 5: Criticism</b></p> <p>1.1.8.D.2</p> <p>1.2.8.A.3</p> <p>1.4.8.A.1</p> <p><b>1.4.8.A.4</b></p> <p><b>1.4.8.A.5</b></p> <p><b>1.4.8.A.6</b></p> <p><b>1.4.8.A.7</b></p> <p><b>1.4.8.B.1</b></p> <p><b>1.4.8.B.2</b></p> <p><b>1.4.8.B.3</b></p>	<p><b>Module 6: Aesthetics</b></p> <p>1.1.8.D.1</p> <p>1.2.8.A.2</p> <p>1.4.8.A.1</p> <p>1.4.8.A.2</p> <p>1.4.8.A.3</p> <p>1.4.8.A.4</p> <p>1.4.8.A.5</p> <p>1.4.8.A.6</p> <p>1.4.8.A.7</p>
<p><b>Module 7: Medium/Methods Techniques</b></p> <p>1.3.8.D.1</p> <p><b>1.3.8.D.2</b></p> <p>1.3.8.D.3</p> <p>1.3.8.D.4</p> <p><b>1.3.8.D.5</b></p> <p><b>1.3.8.D.6</b></p>	<p><b>Module 8: Technology</b></p> <p>1.2.8.A.1</p> <p>1.3.8.D.2</p> <p>1.3.8.D.6</p>

<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #1</b>	<b>Big Idea: Culture</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>1.1.8.D.1</b> Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. <b>Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</b></p> <p><b>1.1.8.D.2</b> Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. <b>The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</b></p> <p><b>1.2.8.A.1</b> Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. <b>Technological changes have and will continue to substantially influence the development and nature of the arts.</b></p> <p><b>1.2.8.A.2</b> Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. <b>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</b></p> <p><b>1.2.8.A.3</b> Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. <b>The arts reflect cultural morays and personal aesthetics throughout the ages.</b></p>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>How does the artwork of a culture chronicle the events of its history?</b></li> <li>○ <b>How do culture and artists impact and inform one another?</b></li> <li>○ <b>How can you use universal themes evident in cultural works to solve visual problems?</b></li> </ul> <p><b><u>Enduring Understandings:</u></b></p> <p><b>Students will understand that works from various historical eras and cultures can convey similar meanings, have similar functions, and reflect societal values, beliefs, and history.</b></p>	<p><b><u>Suggested Learning Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Compare and contrast a variety of artwork from diverse cultures and historical eras.</b></li> <li>○ <b>Create artwork inspired by works from various cultures, individual artist, and historical eras.</b></li> </ul> <p><b><u>Resources:</u></b>  Pppst.com  Art Museum Websites  Davisart.com  Deepspaceparkle.com  Artsonia.com  ARTSTOR.org</p> <p><b>Textbooks</b></p> <p><b><u>Suggested Assessments:</u></b>  <i>Formative: Teacher observation and discussion</i></p> <p><i>Summative: Teacher created rubric</i></p>

	<p><b>1.3.8. D.4 Delineate</b> the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. <b>Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</b></p> <p><b>1.3.8.D.5</b> Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. <b>Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</b></p> <p><b>1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. <b>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</b></p> <p><b>1.4.8.A.2</b> Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. <b>Art may be used for utilitarian and non-utilitarian purposes.</b></p> <p><b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. <b>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</b></p> <p><b>1.4.8.A.4</b> Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. <b>Abstract ideas may be expressed in works of</b></p>		
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	<p><b>dance, music, theatre, and visual art using a genre's stylistic traits.</b></p> <p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. <b>Symbolism and metaphor are characteristics of art and art-making.</b></p>		
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<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #2</b>	<b>Main Concept: Art History</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>1.1.8.D.1</b> Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. <b>Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</b></p> <p><b>1.1.8.D.2</b> Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. <b>The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</b></p> <p><b>1.2.8.A.1</b> Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. <b>Technological changes have and will continue to substantially influence the development and nature of the arts.</b></p> <p><b>1.2.8.A.2</b> Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. <b>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</b></p> <p><b>1.2.8.A.3</b> Analyze the social, historical, and political impact of artists on culture and the impact of culture</p>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>How can art be used as a global language?</b></li> <li>○ <b>Can you identify common and distinctive characteristics of artworks from diverse historical eras and classify them using appropriate terminology?</b></li> <li>○ <b>How would you create various compositions influenced by elements of specific styles of art?</b></li> </ul> <p><b><u>Enduring Understandings:</u></b></p> <p><b>Students will understand that works from various historical eras can convey similar meanings, have similar functions, and reflect societal values, beliefs, and history.</b></p> <p><b>Students will be able to classify works of art into appropriate eras and time periods as well as create works of art that reflect the influence of historical genres.</b></p>	<p><b><u>Suggested Learning Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Compare and contrast a variety of artwork from historical eras and relate them to their time and period context.</b></li> <li>○ <b>Utilize available technology as appropriate to support the lesson.</b></li> <li>○ <b>Create artwork inspired by works from individual artists and historical eras.</b></li> </ul> <p><b><u>Resources:</u></b>  <b>Pppst.com</b>  <b>Art Museum Websites</b>  <b>Davisart.com</b>  <b>Deepspacesparkle.com</b>  <b>Artsonia.com</b>  <b>ARTSTOR.org</b></p> <p><b>Textbooks</b></p> <p><b><u>Suggested Assessments:</u></b>  <b>Formative: Teacher observation and discussion</b></p> <p><b>Summative: Teacher created rubric</b></p>

	<p>on the arts. <b>The arts reflect cultural morays and personal aesthetics throughout the ages.</b></p> <p><b>1.3.8.D.3</b> Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles. <b>The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</b></p> <p><b>1.3.8.D.4</b> Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. <b>Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</b></p> <p><b>1.3.8.D.5</b> Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. <b>Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</b></p> <p><b>1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. <b>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</b></p> <p><b>1.4.8.A.2</b> Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-</p>		
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	<p>utilitarian purposes. <b>Art may be used for utilitarian and non-utilitarian purposes.</b></p> <p><b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. <b>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</b></p> <p><b>1.4.8.A.4</b> Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. <b>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</b></p> <p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. <b>Symbolism and metaphor are characteristics of art and art-making.</b></p>		
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<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #3</b>	<b>Big Idea: Elements of Art</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. <b>Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</b></p> <p>1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). <b>The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</b></p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. <b>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</b></p>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>○ How do artists use the elements to convey intellectual and emotional ideas?</li> <li>○ How are Elements used in the creation of individual and collaborative works of art to enhance the expression of creative ideas?</li> </ul> <p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>○ Students will be able to identify the Elements of Art in artwork and the world around them. Students will recognize that art is a universal language that can be used as a communication tool which crosses cultural and language barriers.</li> <li>○ Students will use them in the creation of artwork both individually and collaboratively.</li> <li>○ Students will define, interpret and compare and contrast the meaning and use of Elements of Art in various works of art.</li> </ul>	<p><b><u>Suggested Learning Activities:</u></b></p> <p>Reinforce and extend knowledge of the color theory.</p> <p>Recognize and utilize geometric/organic shapes and forms.</p> <p>Reinforce space through the concept of positive and negative.</p> <p>Extend with the introduction of perspective, implied space, and illusionary depth.</p> <p>Compare and contrast the use of Elements in various artworks from diverse, cultural and historical eras.</p> <p>Collaborate in the creation of works of art using multiple art mediums and art media which incorporate the Elements of Art and design.</p> <p><b><u>Resources:</u></b>  Teachertube.com  ARTSTOR.org  Metmuseum.org/learn/for-educators  Davisart.com  Googlearthprojects.com  Textbooks</p> <p><b><u>Suggested Assessments:</u></b></p>

***Formative: Teacher observation and discussion.***

***Summative: Teacher created rubric.  
Teacher created Cumulative Assessment***

<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #4</b>	<b>Big Idea: Principles</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. <b>Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</b></p> <p>1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). <b>The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</b></p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. <b>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</b></p>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>○ How do artists use the principles to convey intellectual and emotional ideas?</li> <li>○ How do the Principles of Design assist us in understanding artwork from specific cultures and historical eras?</li> <li>○ How are Principles used in the creation of individual and collaborative works of art to enhance the expression of creative ideas?</li> </ul> <p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>○ Students will be able to identify the Principles of Design in artwork and the world around them. Students will recognize that art is a universal language that can be used as a communication tool which crosses cultural and language barriers.</li> </ul>	<p><b><u>Suggested Learning Activities:</u></b></p> <p>Reinforce and extend knowledge of the Principles of Design.</p> <p>Compare and contrast the use of Principles in various artworks from diverse, cultural and historical eras.</p> <p>Collaborate in the creation of works of art using multiple art mediums and art media which incorporate the Principles of Design.</p> <p><b><u>Resources:</u></b>  <a href="http://Teachertube.com">Teachertube.com</a>  <a href="http://ARTSTOR.org">ARTSTOR.org</a>  <a href="http://Metmuseum.org/learn/for-educators">Metmuseum.org/learn/for-educators</a>  <a href="http://Davisart.com">Davisart.com</a>  <a href="http://Googleartprojects.com">Googleartprojects.com</a>  Textbooks  <a href="http://Artsonia.com">Artsonia.com</a>  <a href="http://Artfinder.com">Artfinder.com</a>  <a href="http://Paintmap.com">Paintmap.com</a>  <a href="http://Tate Kids Home">Tate Kids Home</a></p> <p><b><u>Suggested Assessments:</u></b></p> <p><b><i>Formative: Teacher observation and discussion.</i></b></p> <p><b><i>Summative: Teacher created rubric. Teacher created Cumulative Assessments</i></b></p>

		<ul style="list-style-type: none"><li>○ Students will use them in the creation of artwork both individually and collaboratively.</li><li>○ Students will define, interpret and compare and contrast the meaning and use of Principles of Design in various works of art.</li></ul>	
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<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #5</b>	<b>Big Idea: Criticism</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>1.1.8.D.2</b> Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. <b>The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</b></p> <p><b>1.2.8.A.3</b> Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. <b>The arts reflect cultural morays and personal aesthetics throughout the ages.</b></p> <p><b>1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. <b>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</b></p> <p><b>1.4.8.A.4</b> Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. <b>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</b></p> <p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. <b>Symbolism and metaphor are characteristics of art and art-making.</b></p>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>○ How does the social, historical and political climate affect the perceived meaning of an artwork?</li> <li>○ How would you interpret symbolism and metaphor in a work of art?</li> <li>○ How would you use an understanding of the basic elements of design and style to evaluate originality?</li> <li>○ Can you use an analysis of form, function, craftsmanship and originality to assess a work of art?</li> <li>○ Retaining objectivity, can you critique a work of art solely on its content and form?</li> <li>○ Can you differentiate between formal and informal structures without consideration of the artist's intent?</li> <li>○ Through the writing of critical essays can you effectively compare and contrast various</li> </ul>	<p><b><u>Suggested Learning Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ Venn diagrams.</li> <li>○ Writing formal critiques.</li> <li>○ Compare and contrast artwork from various cultures and historical time periods.</li> <li>○ Guided verbal discussion.</li> </ul> <p><b><u>Resources:</u></b></p> <p><b>Museum websites</b>  <b>Art prints</b>  <b>Prezi.com</b>  <b>Glogster.com</b>  <b>artsconnected.org/toolkit/index.html</b>  <b>Artsonia.com</b>  <b>textbooks</b></p> <p><b><u>Suggested Assessments:</u></b></p> <p><b><i>Formative: Teacher observation and discussion</i></b></p> <p><b><i>Summative: Teacher created rubric.</i></b></p>

<p><b>1.4.8.A.6</b> Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. <b>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</b></p> <p><b>1.4.8.A.7</b> Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. <b>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</b></p> <p><b>1.4.8.B.1</b> Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. <b>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</b></p> <p><b>1.4.8.B.2</b> Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. <b>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</b></p> <p><b>1.4.8.B.3</b> Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. <b>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</b></p>	<p>works of art based on their subject matter and technical proficiency?</p> <p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>The meanings of a work of art can be interpreted differently based on a viewer’s prior knowledge and experience.</b></li> <li>○ <b>Constructive opinions can be based on technical proficiency and communicated using appropriate terminology and formal critique methods.</b></li> </ul>	
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<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #6</b>	<b>Big Idea: Aesthetics</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>1.1.8.D.1</b> Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. <b>Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</b></p> <p><b>1.2.8.A.2</b> Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. <b>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</b></p> <p><b>1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. <b>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of</b> culturally specific art within historical contexts.</p> <p><b>1.4.8.A.2</b> Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. <b>Art may be used for utilitarian and non-utilitarian purposes.</b></p> <p><b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. <b>Performance technique in dance, music, theatre,</b></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>○ How can various works of art be categorized according to function and artistic purpose?</li> <li>○ How do personal, cultural, and historical points of view affect your response to works of art?</li> <li>○ How are styles and trends in art distinguished within historical eras?</li> </ul> <p><b>Enduring Understandings:</b> <b>Students will recognize that artworks can be created for utilitarian purposes.</b></p> <p><b>Students' individual responses to art can be influenced by their own culture and points of view.</b></p> <p><b>Students will recognize that styles and trends in art are affected by historical and cultural events of a specific era.</b></p>	<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>○ Understand the concept of aesthetics through exposure, discussion, and the formal process of critique.</li> <li>○ Formulate personal responses based on an individual's background.</li> <li>○ Create a cross- curricular timeline aligning historical events with movements in art.</li> </ul> <p><b>Resources:</b> Teachertube.com ARTSTOR.org Metmuseum.org/learn/for-educators Davisart.com</p> <p>Textbooks</p> <p><b>Suggested Assessments:</b> <b>Formative: Teacher observation and discussion.</b></p> <p><b>Summative: Teacher created rubric.</b></p>

	<p><b>and visual art varies according to historical era and genre.</b></p> <p><b>1.4.8.A.4</b> Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. <b>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</b></p> <p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. <b>Symbolism and metaphor are characteristics of art and art-making.</b></p> <p><b>1.4.8.A.6</b> Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. <b>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</b></p> <p><b>1.4.8.A.7</b> Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. <b>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</b></p>		
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<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #7</b>	<b>Big Idea: Mediums, Methods and Techniques</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>1.3.8. D.1</b> Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). <b>The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</b></p> <p><b>1.3.8.D.2</b> Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. <b>Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making. The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</b></p> <p><b>1.3.8. D.3</b> Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary,</p>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>How would you use various art mediums and tools in your personal creation of theme based and symbolic works of art?</b></li> <li>○ <b>How can your knowledge of visual art genres and the media they use help you take a stylistic approach to art- making?</b></li> <li>○ <b>Can you recognize physical properties of various art media, including digital technologies, and create original works of art by experimenting with them?</b></li> <li>○ <b>Working collaboratively, how would you create and exhibit works of art?</b></li> </ul> <p><b><u>Enduring Understandings:</u></b></p> <p>Students will experiment with numerous materials and expand their knowledge of how these materials can be used to make visual statements. Being fluent in in these mediums will aid in communicating symbolic and thematic ideas.</p>	<p><b><u>Suggested Learning Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Manipulate and explore through age appropriate projects any of the following media:</b> <ul style="list-style-type: none"> <li>• Crayon</li> <li>• Chalk</li> <li>• Pastel</li> <li>• Marker</li> <li>• Paint</li> <li>• Clay</li> <li>• Textiles</li> <li>• Paper</li> <li>• Paper Mache</li> <li>• Charcoal</li> <li>• Pencil</li> <li>• Conte Crayon</li> <li>• Ink</li> </ul> </li> <li>○ <b>Use age appropriate methods and techniques including but not limited to the following:</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Printmaking</li> <li>• Sculpture</li> <li>• Ceramics</li> <li>• Graphic Design</li> <li>• Industrial Design</li> <li>• Architectural Design</li> <li>• Calligraphy/ Typography</li> <li>• Photography</li> <li>• Weaving</li> <li>• Technology</li> </ul> </li> </ul>

	<p>and solve hands-on visual problems using a variety of genre styles. <b>The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</b></p> <p><b>1.3.8. D.4</b> Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. <b>Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</b></p> <p><b>1.3.8 .D.5</b> Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. <b>Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</b></p> <p><b>1.3.8. D.6</b> Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. <b>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.</b></p>	<p>Students will recognize the importance of aesthetic arrangements and collaboration in the exhibition of art.</p> <p>Students will make connections between compositional approaches and art- making influenced by distinct genres.</p>	<p><b>Resources:</b>  Available software  Available technology  Teachertube.com  ARTSTOR.org  Metmuseum.org/learn/for-educators  Davisart.com  Googleartprojects.com  Textbooks</p> <p><b>Suggested Assessments:</b>  <i>Formative: Teacher observation and discussion.</i></p> <p><i>Summative: Teacher created rubric.  Teacher created  Cumulative Assessment</i></p>
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<b>Instruction: Ongoing</b>	<b>Grade Level Cluster: 6-8 Module: #8</b>	<b>Big Idea: Technology</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions/Enduring Understandings</b>	<b>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</b>
	<p><b>1.2.8.A.1</b> Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. <b>Technological changes have and will continue to substantially influence the development and nature of the arts.</b></p> <p><b>1.3.8.D.2</b> Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. <b>Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making. The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</b></p> <p><b>1.3.8.D.6</b> Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. <b>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.</b></p>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>○ How can you use technology to use and create art?</li> </ul> <p><b><u>Enduring Understandings:</u></b></p> <p><b>Students will recognize and differentiate between works of art that use technology.</b></p> <p><b>Students will utilize technology in the creation of art.</b></p> <p><b>Students will recognize the influence of technological advancements throughout art history.</b></p> <p><b>Apply available art media and mediums in the creation of theme based art.</b></p> <p><b>Students will apply knowledge of available digital media in the creation of original artworks.</b></p>	<p><b><u>Suggested Learning Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ Utilize available art making/ viewing technologies as appropriate.</li> </ul> <p><b><u>Resources:</u></b></p> <p><b>Prezi.com</b>  <b>Glogster.com</b>  <b>Blender.org</b>  <b>Gimp.org</b>  <b>artsconnected.org/toolkit/index.html</b>  <b>Artsonia.com</b></p> <p><b><u>Suggested Assessments:</u></b></p> <p><i>Formative: Teacher observation and discussion</i></p> <p><i>Summative: Teacher created rubric.</i></p>

## COURSE BENCHMARKS

The student will be able to

Students will have an awareness of art elements and principles.  
Students will have an awareness of different art styles.  
Students will have an awareness of cultural differences in art.  
Students will have gained an appreciation of how art is a part of their lives.