

# Audubon Public School District



Elements of Art

Curriculum Guide

Developed by:

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## **Course Description**

### Elements of Art

This course enables 7th and 8th graders who have a real interest in Art to travel through and thoroughly focus on the Elements of Art (line, shape, form, value, color, space, and texture). Students will have the opportunity to explore the Elements using a broad variety of media (pencil, ink, paint, clay, etc.) to find what they enjoy and excel at. Students will gain insights into the Art world through both Art History and Modern Art techniques and applications. The course will orient students to the care and use of materials and the development of their evaluative processes. This course will ensure students have the prerequisite knowledge needed to fast-track into higher level courses for their High School Art experience.

### Overview / Progressions

Overview	Focused Visual and Performing Art Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> <li>● 1.5.8.Cr1a</li> <li>● 1.5.8.Cr1b</li> <li>● 1.5.8.Cr3a</li> </ul>	<ul style="list-style-type: none"> <li>● 1.5.8.Cr2b</li> <li>● 1.5.8.Re7a.</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>● 1.5.8.Cr1a</li> <li>● 1.5.8.Cr1b</li> <li>● 1.5.8.Cr3a</li> </ul>	<ul style="list-style-type: none"> <li>● 1.5.8.Cr2b</li> <li>● 1.5.8.Re7a.</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>● 1.5.8.Cr2c</li> <li>● 1.5.8.Cr2a</li> </ul>	<ul style="list-style-type: none"> <li>● 1.5.8.Cr1a</li> <li>● 1.5.8.Cr1b</li> <li>● 1.5.8.Cr3a</li> <li>● 1.5.8.Cr2b</li> <li>● 1.5.8.Re7a.</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>● 1.5.8.Pr4a</li> <li>● 1.5.8.Pr5a</li> <li>● 1.5.8.Pr6a</li> </ul>	<ul style="list-style-type: none"> <li>● 1.5.8.Cr1a</li> <li>● 1.5.8.Cr1b</li> <li>● 1.5.8.Cr3a</li> <li>● 1.5.8.Cr2b</li> <li>● 1.5.8.Re7a.</li> </ul>

<b>Elements of Art</b>	<b>Grades 7-8</b>	<b>Unit 1</b>	<b>Marking Period 1</b>
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	Focus Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> <li>● <b>1.5.8.Cr1a:</b> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</li> <li>● <b>1.5.8.Cr1b:</b> Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> <li>● <b>1.5.8.Cr3a:</b> Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>1.5.8.Cr2b:</b> Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</li> <li>● <b>1.5.8.Re7a:</b> Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</li> </ul>

<b>Formative Assessments Unit 1</b>	<b>Summative Assessments Unit 1</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Thumbnail sketches</li> <li>● Daily Warm-up</li> <li>● Sketchbook/Journal</li> <li>● Teacher Observation</li> <li>● Self observation</li> <li>● Class critique</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> <li>● Daily/Weekly Participation grade</li> </ul>
<b>Suggested Primary Resources Unit 1</b>	<b>Suggested Supplemental Resources Unit 1</b>
<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com">Youtube.com</a></li> </ul>

<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● ART21</li> <li>● Google Arts and Culture</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Math ~ understanding ruler measurements <ul style="list-style-type: none"> <li>○ Geometry. 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them. <ul style="list-style-type: none"> <li>▪ 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale</li> <li>▪ 6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</li> </ul> </li> </ul> </li> <li>● ELA ~ reading of available resources <ul style="list-style-type: none"> <li>○ NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>○ NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>○ NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> </li> </ul>	
<b>Enduring Understanding Unit 1</b>	<b>Essential Questions Unit 1</b>
<ul style="list-style-type: none"> <li>● Introduction to the Art Room</li> <li>● Introduction of available classroom supplies</li> <li>● Introduction of maintaining materials and a shared workspace</li> <li>● Art is everywhere</li> <li>● Preparing to create an artwork</li> <li>● What are the Elements and Principles of art and design and how are they applied when creating art <ul style="list-style-type: none"> <li>○ Focus on Value, Line, Color</li> </ul> </li> <li>● What is critique?</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li> <li>● What is Art?</li> <li>● What is a thumbnail sketch?</li> <li>● How do you come up with creative ideas/choose a resource?</li> <li>● How does knowing the contexts, histories and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> <li>● How do artists and designers learn from trial and error?</li> </ul>

## Differentiation & Real World Connections

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>

<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
<b>Career education</b>	
<ul style="list-style-type: none"> <li>● Introductions to working artists and craftsmen</li> </ul>	<ul style="list-style-type: none"> <li>● Introductions to art related careers</li> </ul>



<b>Elements of Art</b>	<b>Grades 7-8</b>	<b>Unit 2</b>	<b>Marking Period 2</b>
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	Focus Standards	Companion Standards
Unit 2	<ul style="list-style-type: none"> <li>● <b>1.5.8.Cr1a:</b> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</li> <li>● <b>1.5.8.Cr1b:</b> Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> <li>● <b>1.5.8.Cr3a:</b> Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>1.5.8.Cr2b:</b> Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</li> <li>● <b>1.5.8.Re7a:</b> Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</li> </ul>

<b>Formative Assessments Unit 2</b>	<b>Summative Assessments Unit 2</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Thumbnail sketches</li> <li>● Daily Warm-up</li> <li>● Sketchbook/Journal</li> <li>● Teacher Observation</li> <li>● Self observation</li> <li>● Class critique</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> <li>● Daily/Weekly Participation grade</li> </ul>
<b>Suggested Primary Resources Unit 2</b>	<b>Suggested Supplemental Resources Unit 2</b>
<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com">Youtube.com</a></li> <li>● ART21</li> <li>● Google Arts and Culture</li> </ul>

### Cross-Curricular Connections

- Math ~ understanding ruler measurements
  - Geometry. 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them.
    - 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale
    - 6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- ELA ~ reading of available resources
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Enduring Understanding Unit 2

- What are the Elements and Principles of art and design and how are they applied when creating art
  - Focus on Shape, Form, Space, Texture
- What is critique?

#### Essential Questions Unit 2

- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- What is a portrait? Self-portrait?
- What is perspective? Specifically 1-point vs. 2-point?
- What is the difference between simulated texture and actual texture?
- Why do artists follow or break from established traditions?
- How do artists and designers learn from trial and error?

### Differentiation & Real World Connections

504	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
Enrichment	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
IEP	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
ELLs	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> </ul>	

<ul style="list-style-type: none"> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
<b>Career education</b>	
<ul style="list-style-type: none"> <li>● Introductions to working artists and craftsmen</li> </ul>	<ul style="list-style-type: none"> <li>● Introductions to art related careers</li> </ul>

<b>Elements of Art</b>	<b>Grades 7-8</b>	<b>Unit 3</b>	<b>Marking Period 3</b>
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	Focus Standards	Companion Standards
Unit 3	<ul style="list-style-type: none"> <li>● <b>1.5.8.Cr2a:</b> Demonstrate persistence and willingness to experiment and take risks during the artistic process</li> <li>● <b>1.5.8.Cr2c:</b> Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>1.5.8.Cr1a:</b> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</li> <li>● <b>1.5.8.Cr1b:</b> Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> <li>● <b>1.5.8.Cr3a:</b> Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</li> <li>● <b>1.5.8.Cr2b:</b> Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</li> <li>● <b>1.5.8.Re7a:</b> Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</li> </ul>

<b>Formative Assessments Unit 3</b>	<b>Summative Assessments Unit 3</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Thumbnail sketches</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> <li>● Daily/Weekly Participation grade</li> </ul>

<ul style="list-style-type: none"> <li>● Daily Warm-up</li> <li>● Sketchbook/Journal</li> <li>● Teacher Observation</li> <li>● Self observation</li> <li>● Class critique</li> </ul>	
<b>Suggested Primary Resources Unit 3</b>	<b>Suggested Supplemental Resources Unit 3</b>
<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com">Youtube.com</a></li> <li>● ART21</li> <li>● Google Arts and Culture</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Math ~ understanding ruler measurements <ul style="list-style-type: none"> <li>○ Geometry. 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them. <ul style="list-style-type: none"> <li>▪ 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale</li> <li>▪ 6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</li> </ul> </li> </ul> </li> <li>● ELA ~ reading of available resources <ul style="list-style-type: none"> <li>○ NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>○ NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>○ NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> </li> </ul>	
<b>Enduring Understanding Unit 3</b>	<b>Essential Questions Unit 3</b>
<ul style="list-style-type: none"> <li>● What are the Elements and Principles of art and design and how are they applied when creating art <ul style="list-style-type: none"> <li>○ Focus on all Elements of Design</li> <li>○ Focus on Principles of Design</li> </ul> </li> <li>● What is critique?</li> <li>● Taking risks with our Artwork?</li> </ul>	<ul style="list-style-type: none"> <li>● How does knowing the contexts, histories and traditions of art forms help us create works of art and design?</li> <li>● How do we combine all of the Elements of Design into our artwork?</li> <li>● What are the Principles of Design? How do we manipulate the Elements using the Principles?</li> </ul>

- Now that we know the “rules of art” how do we break them?
- How do we take risks with our artwork?

### **Differentiation & Real World Connections**

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	
<b>Career education</b>		
<ul style="list-style-type: none"> <li>● Introductions to working artists and craftsmen</li> </ul>	<ul style="list-style-type: none"> <li>● Introductions to art related careers</li> </ul>	



<b>Elements of Art</b>	<b>Grades 7-8</b>	<b>Unit 4</b>	<b>Marking Period 4</b>
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	Focus Standards	Companion Standards
Unit 4	<ul style="list-style-type: none"> <li>● <b>1.5.8.Pr4a:</b> Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</li> <li>● <b>1.5.8.Pr5a:</b> Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</li> <li>● <b>1.5.8.Pr6a:</b> Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>1.5.8.Cr1a:</b> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</li> <li>● <b>1.5.8.Cr1b:</b> Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> <li>● <b>1.5.8.Cr3a:</b> Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</li> <li>● <b>1.5.8.Cr2b:</b> Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</li> <li>● <b>1.5.8.Re7a:</b> Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</li> </ul>

<b>Formative Assessments Unit 4</b>	<b>Summative Assessments Unit 4</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Thumbnail sketches</li> <li>● Daily Warm-up</li> <li>● Sketchbook/Journal</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> <li>● Daily/Weekly Participation grade</li> </ul>

<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Self observation</li> <li>● Class critique</li> <li>● Preparation and Participation in the Annual Art Show</li> </ul>	
<b>Suggested Primary Resources Unit 4</b>	<b>Suggested Supplemental Resources Unit 4</b>
<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com">Youtube.com</a></li> <li>● ARt21</li> <li>● Google Arts and Culture</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Math ~ understanding ruler measurements <ul style="list-style-type: none"> <li>○ Geometry. 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them. <ul style="list-style-type: none"> <li>▪ 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale</li> <li>▪ 6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</li> </ul> </li> </ul> </li> <li>● ELA ~ reading of available resources <ul style="list-style-type: none"> <li>○ NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>○ NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>○ NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> </li> </ul>	
<b>Enduring Understanding Unit 4</b>	<b>Essential Questions Unit 4</b>
<ul style="list-style-type: none"> <li>● What are the Elements and Principles of art and design and how are they applied when creating art</li> <li>● Prepare for the Annual Art Show</li> <li>● What is critique?</li> </ul>	<ul style="list-style-type: none"> <li>● How does knowing the contexts, histories and traditions of art forms help us create works of art and design?</li> <li>● How do we edit, complete, and ready our work for presentation?</li> <li>● How do we work collaboratively to create a cohesive presentation of work?</li> </ul>

## Differentiation & Real World Connections

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	
<b>Career education</b>		
<ul style="list-style-type: none"> <li>● Introductions to working artists and craftsmen</li> </ul>	<ul style="list-style-type: none"> <li>● Introductions to art related careers</li> </ul>	



Appendix A:

**Cross-Curricular Connections**

- Math ~ understanding ruler measurements
  - Geometry. 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them.
    - 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale
    - 6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- ELA ~ reading of available resources
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Appendix B:**

**Audubon Public Schools**



Grade 7 and 8: Elements of Art

Curriculum Guide

Developed by:

Ms. Anne-Marie Harris

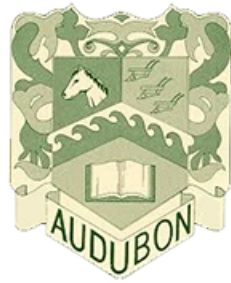
Mrs. Janelle Mueller

August 01, 2019

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### **Course Description**

#### Grade 7 and 8: Elements of Art I

This course enables 7th and 8th graders to work themselves through the "elements of art" (line, shape, form, value, color, etc.) and allows students to explore them in a variety of media (pencil, ink, paint, clay, etc.) Students also learn more about the "elements" through the study of art history. It is a multi-faceted approach to art education which will increase a student's personal art repertoire. The course will also orient the student to the care and use of materials and the development of their evaluative processes. For students in grade 7, the course will prepare them with the knowledge needed for Elements Studio which they can choose to take in grade 8. With teacher recommendation, students may follow this course with Art I during their high school years.

### Overview / Progressions

Overview	Focused Visual and Performing Art Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> <li>● 1.1.8.D.1</li> <li>● 1.3.8.D.1</li> <li>● 1.3.8.D.5</li> <li>● 1.3.8.D.6</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1.8.D.2</li> <li>● 1.2.8.A.1</li> <li>● 1.2.8.A.2</li> <li>● 1.2.8.A.3</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>● 1.3.8.D.2</li> <li>● 1.3.8.D.3</li> <li>● 1.3.8.D.4</li> <li>● 1.4.8.A.3</li> <li>● 1.4.8.A.4</li> <li>● 1.4.8.A.5</li> <li>● 1.4.8.A.6</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1.8.D.1</li> <li>● 1.1.8.D.2</li> <li>● 1.1.8.D.3</li> <li>● 1.1.8.D.4</li> <li>● 1.2.8.A.1</li> <li>● 1.2.8.A.2</li> <li>● 1.2.8.A.3</li> <li>● 1.3.8.D.1</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>● 1.2.8.A.1</li> <li>● 1.2.8.A.2</li> <li>● 1.2.8.A.3</li> <li>● 1.4.8.A.3</li> <li>● 1.4.8.A.4</li> <li>● 1.4.8.A.5</li> <li>● 1.4.8.A.6</li> <li>● 1.4.8.A.7</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1.8.D.1</li> <li>● 1.1.8.D.2</li> <li>● 1.1.8.D.3</li> <li>● 1.1.8.D.4</li> <li>● 1.3.8.D.1</li> <li>● 1.3.8.D.2</li> <li>● 1.3.8.D.3</li> <li>● 1.3.8.D.4</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>● <b>*1.3.12.D.3</b></li> <li>● 1.2.8.A.1</li> <li>● 1.2.8.A.2</li> <li>● 1.2.8.A.3</li> <li>● 1.4.8.A.3</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1.8.D.1</li> <li>● 1.1.8.D.2</li> <li>● 1.1.8.D.3</li> <li>● 1.1.8.D.4</li> <li>● 1.3.8.D.1</li> </ul>

	<ul style="list-style-type: none"><li>● 1.4.8.A.4</li><li>● 1.4.8.A.5</li><li>● 1.4.8.A.6</li><li>● 1.4.8.A.7</li></ul>	<ul style="list-style-type: none"><li>● 1.3.8.D.2</li><li>● 1.3.8.D.3</li><li>● 1.3.8.D.4</li></ul>
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<b>Elements of Art</b>	<b>Grade 7 and 8</b>	<b>Unit 1</b>	<b>Marking Period 1</b>
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	Focus Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> <li>● 1.1.8.D.1 ~ Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</li> <li>● 1.3.8.D.1 ~ The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</li> <li>● 1.3.8.D.5 ~ Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</li> <li>● 1.3.8.D.6 ~ The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and artmaking techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1.8.D.2 ~ The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</li> <li>● 1.2.8.A.1 ~ Technological changes have and will continue to substantially influence the development and nature of the arts.</li> <li>● 1.2.8.A.2 ~ Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</li> <li>● 1.2.8.A.3 ~ The arts reflect cultural mores and personal aesthetics throughout the ages.</li> </ul>

<b>Formative Assessments Unit 1</b>	<b>Summative Assessments Unit 1</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Thumbnail sketches</li> <li>● Daily Warm-up</li> <li>● Teacher Observation</li> <li>● Understanding the factors that lead to the design and the final creation of a work of art</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> <li>● Quizzes for Understanding</li> <li>● Research assignments</li> <li>● Daily/Weekly Participation grade</li> </ul>
<b>Suggested Primary Resources Unit 1</b>	<b>Suggested Supplemental Resources Unit 1</b>

<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com">Youtube.com</a></li> <li>● <a href="https://www.goodbyeartacademy.com">Goodbyeartacademy.com</a></li> <li>● <i>Tattoo a Banana</i> by Phil Hansen</li> <li>● Embrace the Shake   Phil Hansen   TED Talks</li> <li>● <a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a></li> <li>● <a href="https://www.davisart.com/">https://www.davisart.com/</a></li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Math ~ understanding ruler measurements</li> <li>● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept</li> <li>● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication</li> </ul>	
<b>Enduring Understanding Unit 1</b>	<b>Essential Questions Unit 1</b>
<ul style="list-style-type: none"> <li>● Welcome to the Art Room</li> <li>● Introduction of available supplies</li> <li>● How do we maintain our workspace?</li> <li>● What things are considered art?</li> <li>● How do we talk about art?</li> <li>● How are visual, written, performance art related?</li> <li>● How do artists come up with ideas for their work?</li> <li>● Artists brainstorm, research, plan and design works of art.</li> <li>● What is the role of an art critic?</li> <li>● Understanding and using a ruler</li> <li>● What are the Elements and Principles of Design?</li> <li>● What is a pencil? Understanding value</li> <li>● Understanding composition</li> <li>● What is a thumbnail sketch?</li> <li>● Working with 2-dimensional media</li> <li>● Understanding Line</li> <li>● Artists brainstorm, research, plan and design works of art.</li> <li>● Art can provide cultural and historical information.</li> <li>● Art critics use the criteria of design quality, expressiveness and originality to evaluate art.</li> <li>● Composition, design, unity, variety,</li> </ul>	<ul style="list-style-type: none"> <li>● What is art?</li> <li>● What is media?</li> <li>● What are the Elements and Principles of Design?</li> <li>● What is value?</li> <li>● What is line?</li> <li>● How do artists come up with ideas?</li> <li>● What factors contribute to something being considered a piece of art?</li> <li>● What is the role of an art critic?</li> <li>● How do I demonstrate my understanding of form, shape, color, space, movement by working with them directly?</li> <li>● How do artists use linear perspective, overlapping, and placement to create an illusion of depth on a two-dimensional picture plane?</li> <li>● What does creativity have to do with compositional planning?</li> <li>● How do 3 dimensional shapes/forms relate to the concept of light and shadow?</li> <li>● How does a culture influence a work of art?</li> <li>● How do history, styles and trends affect a work of art?</li> <li>● Why would research about the styles and techniques in art throughout history help one to create a work of art?</li> </ul>

<ul style="list-style-type: none"> <li>● Emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</li> <li>● History, culture, technology and styles play a crucial role in the creation of a work of art.</li> <li>● All communication involves some type of visual rendering.</li> </ul>	<ul style="list-style-type: none"> <li>● Why does one need a process and a timeline?</li> <li>● How does the available technology and materials play a role in the creation of art?</li> <li>● How does one communicate ideas?</li> <li>● Why do ideas have to be sketched first?</li> <li>● How are visual, oral and written communications related to careers in art?</li> </ul>
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<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Individualized grading expectations</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Individualized grading rubrics and expectations</li> <li>● Modified expectations of performance</li> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Multiple options for completion of a skill</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work</li> <li>● Provide translations</li> <li>● Demonstrate expectations as much as possible</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> <li>● Relevance of content and project ideas</li> </ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Strong use of Google Classroom</li> <li>● Internet research</li> <li>● Presentations using presentation hardware and software</li> </ul>	

<b>Elements of Art</b>	<b>Grade 7 and 8</b>	<b>Unit 2</b>	<b>Marking Period 2</b>
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	Focus Standards	Companion Standards
Unit 2	<ul style="list-style-type: none"> <li>● 1.3.8.D.2 ~ 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 artmaking.</li> <li>● 1.3.8.D.3 ~ 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.</li> <li>● 1.3.8.D.4 ~ Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</li> <li>● 1.4.8.A.3 ~ Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</li> <li>● 1.4.8.A.4 ~ Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</li> <li>● 1.4.8.A.5 ~ Symbolism and metaphor are characteristics of art and art-making.</li> <li>● 1.4.8.A.6 ~ Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1.8.D.1, 1.1.8.D.2, 1.1.8.D.3, 1.1.8.D.4</li> <li>● 1.2.8.A.1, 1.2.8.A.2, 1.2.8.A.3</li> <li>● 1.3.8.D.1</li> </ul>



<b>Formative Assessments Unit 2</b>	<b>Summative Assessments Unit 2</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Students will explore the philosophy of art including variety, techniques and history.</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> <li>● Quizzes for Understanding</li> <li>● Research assignments</li> <li>● Daily/Weekly Participation grade</li> </ul>
<b>Suggested Primary Resources Unit 2</b>	<b>Suggested Supplemental Resources Unit 2</b>
<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● Internet research</li> <li>● <a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a></li> <li>● <a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a></li> <li>● <a href="https://www.davisart.com/">https://www.davisart.com/</a></li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Math ~ understanding ruler measurements</li> <li>● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept</li> <li>● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication</li> </ul>	
<b>Enduring Understanding Unit 2</b>	<b>Essential Questions Unit 2</b>
<ul style="list-style-type: none"> <li>● Students will understand the factors that lead to the design and the final creation of a work of art.</li> <li>● Students are aware of periods in art history.</li> <li>● Students are aware of a variety of materials and techniques to create art work.</li> <li>● Art, history and philosophy are all related to what makes something art.</li> <li>● Artists brainstorm, research, plan and design works of art.</li> <li>● Art can provide cultural and historical information.</li> <li>● Artists use the criteria of design quality, expressiveness and originality to evaluate their own art.</li> <li>● Composition, design, unity, variety,</li> <li>● Emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</li> <li>● History, culture, technology and styles play a crucial role in the creation of a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>● How do artists use different mediums?</li> <li>● What is Conceptual and Performance art?</li> <li>● How does a culture influence a work of art?</li> <li>● How do history, styles and trends affect a work of art?</li> <li>● Why would research about the styles and techniques in art throughout history help one to create a work of art?</li> <li>● Why does one need a process and a timeline?</li> <li>● How does the available technology and materials play a role in the creation of art?</li> <li>● How does one communicate ideas?</li> </ul>

- Art styles develop in reaction to or as an extension of existing and previous styles.
- All communication involves some type of visual rendering.

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Individualized grading expectations</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Individualized grading rubrics and expectations</li> <li>● Modified expectations of performance</li> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Multiple options for completion of a skill</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work</li> <li>● Provide translations</li> <li>● Demonstrate expectations as much as possible</li> </ul>
<b>21st Century Skills</b>	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Relevance of content and project ideas

### **Integrating Technology**

- Chromebooks
- Strong use of Google Classroom
- Internet research
- Presentations using presentation hardware and software

Elements of Art	Grade 7 and 8	Unit 3	Marking Period 3
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	Focus Standards	Companion Standards
Unit 3	<ul style="list-style-type: none"> <li>● 1.4.8.A.7 ~ 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1.8.D.1, 1.1.8.D.2, 1.1.8.D.3, 1.1.8.D.4, 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.4, 1.2.8.A.1, 1.2.8.A.2, 1.2.8.A.3, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.5, 1.4.8.A.6</li> </ul>

<b>Formative Assessments Unit 3</b>	<b>Summative Assessments Unit 3</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Students will continue to explore the philosophy of art.</li> <li>● Students are aware of periods in art history.</li> <li>● Students are aware of a variety of materials and techniques to create art work.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will explore the design aspects of visual art and design by participating in research, observation, sketching, using a variety of mediums and problem solving.</li> </ul>
<b>Suggested Primary Resources Unit 3</b>	<b>Suggested Supplemental Resources Unit 3</b>
<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● Internet research</li> <li>● <a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a></li> <li>● <a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a></li> <li>● <a href="https://www.davisart.com/">https://www.davisart.com/</a></li> </ul>
<b>Cross-Curricular Connections Unit 3</b>	
<ul style="list-style-type: none"> <li>● Math ~ understanding ruler measurements</li> <li>● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept</li> <li>● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication</li> <li>●</li> </ul>	
<b>Enduring Understanding Unit 3</b>	<b>Essential Questions Unit 3</b>
<ul style="list-style-type: none"> <li>● Students will explore the design aspects of visual art and design by participating in research, observation, sketching, using a variety of mediums and problem solving.</li> <li>● Art can provide cultural and historical information.</li> <li>● Artists use the criteria of design quality, expressiveness and originality to evaluate their own art.</li> <li>● Composition, design, unity, variety,</li> <li>● Emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</li> <li>● History, culture, technology and styles play a crucial role in the creation of a work of art.</li> <li>● Art styles develop in reaction to or as an extension of existing and previous styles.</li> </ul>	<ul style="list-style-type: none"> <li>● How do artists use different mediums?</li> <li>● What is Conceptual and Performance art?</li> <li>● What is Environmental and Site-Specific Art?</li> <li>● What is Installation Art?</li> <li>● What is Ceramic Pottery?</li> <li>● What is Jewelry and Metal Art?</li> <li>● What is Fiber Art and Soft Sculpture?</li> <li>● What is Glass Art?</li> <li>● What type of art was created in the time period of Ancient times to the Romanesque period?</li> <li>● What type of art was created in the time period of Gothic to Neoclassical period: 1280 to 1850?</li> </ul>

<ul style="list-style-type: none"> <li>• All communication involves some type of visual rendering.</li> </ul>	<ul style="list-style-type: none"> <li>• What type of art was created in the time period of Modern period: 1850 to 1950's?</li> <li>• What type of art was created in the time period of the 1950's to the present?</li> <li>• What is architecture?</li> <li>• Why would research about the styles and techniques in art throughout history help one to create a work of art?</li> <li>• Why does one need a process and a timeline?</li> <li>• How does the available technology and materials play a role in the creation of art?</li> <li>• How does one communicate ideas?</li> <li>• Why do ideas have to be sketched first?</li> </ul>
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<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Individualized grading expectations</li> <li>• Provide differentiated feedback</li> <li>• Opportunities for reflection</li> <li>• Encourage student voice and input</li> <li>• Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>• Individualized grading rubrics and expectations</li> <li>• Modified expectations of performance</li> <li>• Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>• Multiple options for completion of a skill</li> <li>• Consider learning styles and interests</li> <li>• Provide differentiated mentors</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work</li> <li>● Provide translations</li> <li>● Demonstrate expectations as much as possible</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> <li>● Relevance of content and project ideas</li> </ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Strong use of Google Classroom</li> <li>● Internet research</li> <li>● Presentations using presentation hardware and software</li> </ul>	

<b>Elements of Art</b>	<b>Grade 7 and 8</b>	<b>Unit 4</b>	<b>Marking Period 4</b>
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	Focus Standards	Companion Standards
Unit 4	<ul style="list-style-type: none"> <li>1.3.12.D.3 ~ Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</li> </ul>	<ul style="list-style-type: none"> <li>1.1.8.D.1, 1.1.8.D.2, 1.1.8.D.3, 1.1.8.D.4</li> <li>1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.4, 1.2.8.A.1, 1.2.8.A.2, 1.2.8.A.3, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.5, 1.4.8.A.6, 1.4.8.A.7</li> </ul>

<b>Formative Assessments Unit 4</b>	<b>Summative Assessments Unit 4</b>
<ul style="list-style-type: none"> <li>Open Discussion</li> <li>Students will continue to explore the philosophy of art.</li> <li>Students are aware of periods in art history.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the design aspects of visual art and design by participating in research, observation, sketching, using a variety of mediums and problem solving.</li> </ul>

<ul style="list-style-type: none"> <li>● Students are aware of a variety of materials and techniques to create art work.</li> </ul>	
<b>Suggested Primary Resources Unit 4</b>	<b>Suggested Supplemental Resources Unit 4</b>
<ul style="list-style-type: none"> <li>● Teacher created presentations and activities</li> <li>● Lecture</li> <li>● Monitor</li> <li>● Facilitate</li> <li>● Model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● Internet research</li> <li>● <a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a></li> <li>● <a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a></li> <li>● <a href="https://www.davisart.com/">https://www.davisart.com/</a></li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Math ~ understanding ruler measurements</li> <li>● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept</li> <li>● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication</li> </ul>	
<b>Enduring Understanding Unit 4</b>	<b>Essential Questions Unit 4</b>
<ul style="list-style-type: none"> <li>● Students will explore the design aspects of visual art and design by participating in research, observation, sketching, using a variety of mediums and problem solving.</li> <li>● Art can provide cultural and historical information.</li> <li>● Artists use the criteria of design quality, expressiveness and originality to evaluate their own art.</li> <li>● Composition, design, unity, variety,</li> <li>● Emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</li> <li>● History, culture, technology and styles play a crucial role in the creation of a work of art.</li> <li>● Art styles develop in reaction to or as an extension of existing and previous styles.</li> <li>● All communication involves some type of visual rendering.</li> </ul>	<ul style="list-style-type: none"> <li>● How does one use the information gathered from learning about artists, art styles/movements?</li> <li>● How does a person develop a personal style?</li> <li>● How does one analyze and discuss their own art as well as the art of others?</li> </ul>



<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Individualized grading expectations</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Individualized grading rubrics and expectations</li> <li>● Modified expectations of performance</li> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Multiple options for completion of a skill</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Work with ELL teachers for checks for understanding outside of classroom, compromise and completion of work</li> <li>● Provide translations</li> <li>● Demonstrate expectations as much as possible</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	

- Relevance of content and project ideas

### **Integrating Technology**

- Chromebooks
- Strong use of Google Classroom
- Internet research
- Presentations using presentation hardware and software

# Appendix

## Unit 1

### Engaging Students ~ Fostering Achievement ~ Cultivating 21<sup>st</sup> Century Global Skills

Course Title: **Elements of Art**    Unit Name: **Creating and Critiquing**    Grade Level: **7 and 8**

<p><b>Content Statements</b> In this unit students will explore the philosophy of art including variety, history, criticism and critics.</p>	<p><b>Cumulative Progress Indicators (CPI)</b></p> <p><b>9.1 A. Critical thinking and Problem Solving</b></p> <p>9.1.12.A.1 9.1.12.A.2 9.1.12.A.3 9.1.12.A.4 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 9.1.12.A.4 9.1.12.C.1 9.1.12.C.2 9.1.12.C.3 9.1.12.C.4 9.1.12.C.5</p> <p><b>1.1 The Creative Process:</b></p> <p>1.1.12.D.1 1.1.12.D.2</p> <p><b>1.2: History of the Arts and Culture:</b></p> <p>1.2.12.A.1 1.2.12.A.2</p> <p><b>1.3 Performance:</b></p> <p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b></p> <p>1.4.12.A.1</p>
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	<p>1.4.12.A.2  1.4.12.A.3  1.4.12.A.4  1.4.12.B.1  1.4.12.B.2  1.4.12.B.3</p>
<p><b>Overarching Essential Questions</b></p> <p>What factors contribute to something as being art?  What does art philosophy have to do with art?  What do art critics do?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>Art, history and philosophy are all related to what makes something art.</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do artists come up with ideas?</li> <li>● What factors contribute to something being considered a piece of art?</li> <li>● What is the role of an art critic?</li> <li>● How do I demonstrate my understanding of form, shape, color, space, movement by working with them directly?</li> <li>● How do artists use linear perspective, overlapping, and placement to create an illusion of depth on a two-dimensional picture plane?</li> <li>● What does creativity have to do with compositional planning?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>Artists brainstorm, research, plan and design works of art.</p> <p>Art can provide cultural and historical information.</p> <p>Art critics use the criteria of design quality, expressiveness and originality to evaluate art.</p> <p>Composition, design, unity, variety, Emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</p> <p>History, culture, technology and styles play a crucial role in the creation of a work of art.</p> <p>All communication involves some type of visual rendering.</p>

<ul style="list-style-type: none"> <li>● How do 3 dimensional shapes/forms relate to the concept of light and shadow?</li> <li>● How does a culture influence a work of art?</li> <li>● How do history, styles and trends affect a work of art?</li> <li>● Why would research about the styles and techniques in art throughout history help one to create a work of art?</li> <li>● Why does one need a process and a timeline?</li> <li>● How does the available technology and materials play a role in the creation of art?</li> <li>● How does one communicate ideas?</li> <li>● Why do ideas have to be sketched first?</li> <li>● How are visual, oral and written communications related to careers in art?</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Unit Rationale</b></li> </ul> <p>Students must understand the factors that lead to the design and the final creation of a work of art.</p> <p>Students must understand how to critique a work of art.</p> <p>Students are aware of major categories of careers in art</p>	<p><b>Unit Overview</b></p> <p>Students will explore the design aspects of visual art and design by participating in research, observation, sketching and problem solving.</p>
<p><b>Authentic Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● Critique artwork</li> </ul>	

- Creating expressive line in a style that reflects a particular artist's influence
- Visual documentation of visual ideas
- Experiment with a variety of two and three dimensional media

## 21<sup>st</sup> Century Skills and Themes

**Global:** research art and history of art around the world

**Collaboration:** all activities are collaborative in nature

**Problem solving:** answering research questions, learning to translate ideas into visual form

**Technology:** utilizing the internet to access and analyze information

## Unit Learning Targets/Scaffolding to CPIs

This unit builds on the rudimentary knowledge and experience of the elements of design. They will be prepared to learn the skills of drawing and modeling that is explored in the next unit.

## Key Terms

- Perspective and proportion: Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (<http://www.creativeglossary.com>)
- Composition: The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (<http://www.creativeglossary.com>)
- Styles: a form of appearance, design, or production; for example type or make a new style of house (<http://www.creativeglossary.com>)
- Space: 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space. (<http://www.creativeglossary.com>)
- Visual movement: is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (<http://www.princetonol.com>)
- Figure and ground: positive and negative shape
- Foreshortening: A way of representing a subject or an object so that it conveys the illusion of depth so that it seems to thrust forward or go back into space. (<http://www.artlex.com>)
- Color Wheel: A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams

of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (<http://www.artlex.com>)

- Chiaroscuro - A word borrowed from Italian ("light and shade" or "dark") referring to the modeling of volume by depicting light and shade by contrasting them boldly. (<http://www.artlex.com>)
- texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (<http://www.artlex.com>)

### **Instructional Strategies**

- Lecture
- Monitor
- Facilitate
- Model and demonstrate

### **Customizing Learning/ Differentiation**

Special needs- students will act as peer coaches to support students with special needs

ELL- these students will be encouraged their cultural perspective

Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

### **Formative Assessments**

Journal or a log

Sketchbook

Guided questions

Demonstrations and sketches

Research reports

### **Interdisciplinary Connections**

Language arts- writing, logging, oral communication

Math- measurements, proportions

Social studies- cultural and history of art

## Resources

The Visual Experience 2nd Edition  
Jack A. Hobbs (Author), Richard Salome (Author)

<http://www.davisart.com/Portal/TeacherResources>

<http://africa.si.edu/exhibits/encounters/erasmus.htm>

## Suggested Activities for Inclusion in Lesson Planning

- Internet research
- Explain The Process to create a work of art: PROCESS 1.Brainstorming 2.Thumbnails 3.Half size sketches 4.Final Line Drawing 5.Color Comps 6.Begin Final
- Create a color wheel
- Create an art piece in warm colors, then the same composition in cool colors
- Create different values using a set of complementary colors; then paint a design that shows depth with color
- Become familiar with the cultures and artwork of Southeast Asia
- Critique a Japanese ukiyo-e-artwork
- Practice a variety of lines: descriptive, implied and expressive. Use pen and ink, brush and ink, charcoal and marker
- Create a wash and line painting in the style of Chinese or Japanese artists
- Explore symbols as a way to represent ideas
- Research Symbolism and look up the art of Garth Erasmus (The Muse 3) and other artist's of the period and create a work of art
- Research Expressionism and look up the art of German Expressionists. Create an Expressionist piece suggesting emotion using simulated texture, shading or chiaroscuro to make flat shapes look three-dimensional
- Research Art Nouveau and artist's of that period. Create an Art Nouveau piece that is three-dimensional
- Report on a variety of artist's careers
- Research Abstract Art and look at the Abstract style by the artist Stuart Davis, Jasper Johns and other Abstract artists. Create a work of art representing this artist's work and this art period.
- Look at the Abstract style by the artist Piet Mondrian. Create a work of art representing this artist's work and this art period.
- Define Cubism and look at the work of Pablo Picasso. Create a work of art (a face or figure) representing this artist's work and this art period.

## Unit Timeline

**Suggested- first and second marking periods (eighteen weeks)**



## Unit II

### Engaging Students ~ Fostering Achievement ~ Cultivating 21<sup>st</sup> Century Global Skills

Writer: Anne Marie Harris

Course Title: **Elements of Art** Unit Name: **II: Creating and Critiquing** Grade Level: **7 and 8**

<p><b>Content Statements</b> In this unit students will continue to explore the philosophy of art including variety, techniques and history.</p>	<p><b>Cumulative Progress Indicators (CPI)</b>            9.1.12.A.1-4            9.1.12.B.1-4            9.1.12.C.1-5            1.1.12.D.1-2            1.2.12.A.1-2            1.3.12.D.1-5            1.4.12.A.1-4            1.4.12.B.1-3</p>
<p><b>Overarching Essential Questions</b></p> <p>Are there different mediums and how do you use them to create art?</p> <p>How do artists of the past and present have to do with media when creating art?</p> <p>Can art be created other ways than three-dimensionally or two-dimensionally?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>Art, history and philosophy are all related to what makes something art.</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do artists use different mediums?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>Artists brainstorm, research, plan and design works of art.</p>

<ul style="list-style-type: none"> <li>● What is Conceptual and Performance art?</li> <li>● What is Environmental and Site-Specific Art?</li> <li>● What is Installation Art?</li> <li>● What is Ceramic Pottery?</li> <li>● What is Jewelry and Metal Art?</li> <li>● What is Fiber Art and Soft Sculpture?</li> <li>● What is Glass Art?</li> <li>● What type of art was created in the time period of Ancient times to the Romanesque period?</li> <li>● What type of art was created in the time period of Gothic to Neoclassical period: 1280 to 1850?</li> <li>● What type of art was created in the time period of Modern period: 1850 to 1950's?</li> <li>● What type of art was created in the time period of the 1950's to the present?</li> <li>● What is architecture?</li> <li>● Why would research about the styles and techniques in art throughout history help one to create a work of art?</li> <li>● Why does one need a process and a timeline?</li> <li>● How does the available technology and materials play a role in the creation of art?</li> <li>● How does one communicate ideas?</li> </ul>	<p>Art can provide cultural and historical information.</p> <p>Artists use the criteria of design quality, expressiveness and originality to evaluate their own art.</p> <p>Composition, design, unity, variety, Emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</p> <p>History, culture, technology and styles play a crucial role in the creation of a work of art.</p> <p>Art styles develop in reaction to or as an extension of existing and previous styles.</p> <p>All communication involves some type of visual rendering.</p>
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<ul style="list-style-type: none"> <li>• Why do ideas have to be sketched first?</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Unit Rationale</b></li> </ul> <p>Students must understand the factors that lead to the design and the final creation of a work of art.</p> <p>Students are aware of periods in art history.</p> <p>Students are aware of a variety of materials and techniques to create art work.</p>	<p><b>Unit Overview</b></p> <p>Students will explore the design aspects of visual art and design by participating in research, observation, sketching, using a variety of mediums and problem solving.</p>
<p><b>Authentic Learning Experiences</b></p> <ul style="list-style-type: none"> <li>• Experiment with materials and techniques to create artwork</li> <li>• Creating visual art in a style that reflects a particular artist’s influence and period in art history</li> <li>• Visual documentation of ideas</li> </ul>	
<p><b>21<sup>st</sup> Century Skills and Themes</b></p> <p><b>Global:</b> research art and history of art around the world  <b>Collaboration:</b> all activities are collaborative in nature  <b>Problem solving:</b> answering research questions, learning to translate ideas into visual form  <b>Technology:</b> utilizing the internet to access and analyze information</p>	
<p><b>Unit Learning Targets/Scaffolding to CPIs</b></p> <p>This unit continues to builds on the rudimentary knowledge and experience of the elements of design. Students will expand their knowledge of art periods in history and artists of those periods.</p>	
<p><b>Key Terms</b></p> <ul style="list-style-type: none"> <li>• Art Period/ Movement - An artistic style or tendency seen in the intentions or works of a number of artists, because there is a striking similarity among the techniques, philosophy or goals they have embraced, or in the attitudes which they espouse in a (more or less) organized effort. Art movements have each thrived for a limited time — measured in a few months, years or decades. (<a href="http://www.artcyclopedia.com">http://www.artcyclopedia.com</a>)</li> <li>• medium - The material or technique used by an artist to produce a work of art. (<a href="http://www.artlex.com">http://www.artlex.com</a>)</li> </ul>	

- pigment - Finely powdered color material which produces the color of any medium. Made either from natural substances or synthetically, pigment becomes paint, ink, or dye when mixed with oil, water or another fluid (also called vehicle). When pressed into wax it becomes a crayon, pencil or chalk. (<http://www.artlex.com>)
- style - An artist's characteristic manner of expression. Also, works of art by different artists may have certain features in common. Such works are said to have a group style. (<http://www.artlex.com>)
- technique - Any method of working with art materials to produce an art object. Often implied is the sense that techniques are carefully studied, exacting, or traditional, but this is not necessarily the case. (<http://www.artlex.com>)

### **Instructional Strategies**

- Lecture
- Monitor
- Facilitate
- Model and demonstrate

### **Customizing Learning/ Differentiation**

Special needs- students will act as peer coaches to support students with special needs

ELL- these students will be encouraged their cultural perspective

Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

### **Formative Assessments**

Journal or a log

Sketchbook

Guided questions

Demonstrations and sketches

Research reports

### **Interdisciplinary Connections**

Language arts- writing, logging, oral communication

Math- measurements, proportions

Social studies- cultural and history of art

## Resources

The Visual Experience 2nd Edition

Jack A. Hobbs (Author), Richard Salome (Author)

<http://www.artlex.com>

<http://www.davisart.com/Portal/TeacherResources>

<http://www.artcyclopedia.com>

<http://africa.si.edu/exhibits/encounters/erasmus.htm>

PBS art:21 Season 1: Ann Hamilton, M. Kilgallen, B. McGee (Installation Art)

<http://www.kidzart.org>

## Suggested Activities for Inclusion in Lesson Planning

- Internet research
- Research and discuss Impressionism and the artists of the period. Complete a report, choose one of the artist's whom you would like to create an art piece representing his/her style and techniques.
- Research and discuss Installation Art and find examples of it. Complete a drawing, in a specific place, for your piece.
- Research and discuss Glass Art and look up Murano glass from Italy. Explain how this type of art is done and create a full color drawing of a pendant. From this, create a polymer clay representation of your drawing.
- Research and discuss art from Ancient times to the Romanesque period, finding an example from each period. Create a two-dimensional display with art (print outs of art pieces) from each period.
- Research and discuss Pre-Raphaelite, Art Nouveau and Arts and Crafts artists work and create a work of art that reflects a reverence for nature.
- Research and discuss the Gothic to Neoclassical period: 1280 to 1850. Report on innovations in building design and changes in architectural styles, include architectural features with specific cultural and historical styles. Design a town community building that reflects these styles.
- Observe a variety of cultural masks and discuss their uses. Experiment with a variety of sculptural media. Create a personal, three-dimensional mask that reveals five aspects of the student's personality.
- Research Surrealism and look at other Surreal artists works. Create a photomontage representing the art of this period.
- Discuss and observe art from the time period of Modern Art: 1850 to 1950. Create artwork reflecting this period.
- Discuss and observe art that was created in the time period of the 1950's to the present. Create several pieces of artwork reflecting this period using a variety of materials and techniques.

**Unit Timeline**

**Suggested- third and fourth marking periods (eighteen weeks)**