MIDDLE SCHOOL
6-8
ART
CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born: August 2022
**Grade 6**

**Unit 1: CREATING**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Big Ideas:** Course Objectives/Content Statement(s)

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

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**Areas of Focus: Proficiencies** (New Jersey Student Learning Standards)

**Students will:**

1.5.8.Cr1a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

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

1.5.8.Cr2a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.

**Lessons /Instructional Focus**

- Experiment with different art materials and techniques to create original artworks.
- Demonstrate the creative process by journaling different ideas and pathways of arriving at the finished project.
- Connecting ideas and influences in design from art history and different cultures.
- Use inquiry and curiosity to invent original works trying new ideas, materials, methods, and approaches in making works of art and design.
- Implications of conservation, care, and clean-up of art materials, tools and equipment.
- Design using two dimensional and three dimensional work.
1.5.8.Cr2b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

**Career-Ready Practices**

**CRP1**: Act as a responsible and contributing citizen and employee.

**CRP2**: Apply appropriate academic and technical skills.

**CRP3**: Attend to personal health and financial well-being.

**CRP4**: Communicate clearly and effectively and with reason.

**CRP5**: Consider the environmental, social and economic impacts of decisions.

**CRP6**: Demonstrate creativity and innovation.

**CRP7**: Employ valid and reliable research strategies.

**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9**: Model integrity, ethical leadership and effective management.

**CRP10**: Plan education and career paths aligned to personal goals.

**CRP11**: Use technology to enhance productivity.

**CRP12**: Work productively in teams while using cultural global competence.

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<td><strong>Sample Summative Projects:</strong></td>
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<td>• Scientific understanding of the color prism and color mixtures.</td>
<td>• Color Wheel painting: Make distinction of the three properties of color: hue, value and intensity.</td>
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<td>• Learning to handle tools used in different trades.</td>
<td>• Printmaking: Market a product/design by creating a poster that will be reproduced several times using the reduction printmaking technique.</td>
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<td>• Critical thinking skills in solving problems using original and personal ideas.</td>
<td>• Understand color groups (warm/cool/analogous/complementary) by using color combinations in an original, non-objective, painting.</td>
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<td>• Repurposing and recycling materials for the use of invention and creativity.</td>
<td>• Optical Illusion Drawing: Create the illusion of movement and/or depth in works of art.</td>
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<td>• Increase of vocabulary by using descriptive art terms.</td>
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Technology Integration

- Experience with Adobe Photoshop to create a school or personal logo design which integrates the elements of color, line, space, value, shape, and texture.
- Group drawing with Google Draw.
- Create a GIF or animation to represent or convey a message (ex. No Name Calling Week, Autism Awareness, Anti-Bullying Awareness, etc.)

Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

Global Perspectives

- Trades in society’s marketing economy.
- Exploring different cultures and their art.
- How specific regions of the world contribute to artistic and cultural achievements.

- Paper collage - use magazine paper rippings to paste onto a drawn image on cardboard using different tints and shades of a color.
- Compare/Contrast ways in which artists use certain elements such as line, shape, color, value, and texture in both 2-D and 3-D works of art.
- Paper-Mache Hybrid animal sculptur

Unit 2: RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.
Anchor Standard 8: Interpret intent and meaning in artistic work.

Big Ideas: Course Objectives/Content Statement(s)

All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.

Revised July 2022
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<td>Tracing the history of visual art in world cultures provides insight into the lives of people and their values. The arts reflect cultural morals and personal aesthetics throughout the ages. People gain insights into the meaning of artworks by engaging in the process of art criticism. Visual imagery influences understanding of and responses to the world.</td>
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### Areas of Focus: Proficiencies

**New Jersey Student Learning Standards**

**Students will:**

1.5.8.Re7a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.

1.5.8.Re7b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

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

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

### Lessons/Instructional Focus

- Recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on works of art (e.g., realism, impressionism, post-impressionism, expressionism).
- Identify, use, and interpret important works of art and their artists.
- Create artwork with the characteristics of a particular culture, period of time, style method or artist.
- Recognize that chronology exists in all art forms.
- Respond to works of art and analyze responses in terms of cultural and visual meaning.
- Describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
- Explain orally and in writing the means by which visual art evokes sensory and emotional responses.
- Appreciate works of art that pertain to different art styles and genres.
## Career-Ready Practices

**CRP1**: Act as a responsible and contributing citizen and employee.

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### Differentiation

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<td>● How the arts influence people and culture in societies</td>
<td>Sample Summative projects:</td>
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<tr>
<td>● Use of utilitarian objects in cultural fashion and architectural design</td>
<td>● Collage Chinese Dolls: Demonstrate understanding of Chinese traditional clothing according to different dynasties by using paper collage to design a traditional Chinese doll.</td>
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<tr>
<td>● Art integrated with musical instruments</td>
<td>● African Mask: Use interpretation of symbolic African tribal designs to create own paper Mache African mask.</td>
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<tr>
<td>● Using technology to create ownership and produce art.</td>
<td>● Pop Art/ Printmaking: Understand what mass production and popular culture is through the influence of the artist Andy Warhol. Using images of current popular culture create a series of prints that represent today's society icons.</td>
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### Technology Integration

- Selected educational websites for experiencing with collage and other techniques- National Geographic Arts for Kids([www.nga.gov/kids](http://www.nga.gov/kids))
- TinkerCad
- Google form surveys, [www.padlet.com](http://www.padlet.com), and virtual museum websites.
- Photography to catalog and create a digital portfolio of work

### Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs
- Global Perspectives
  - Cultural achievements in the arts
  - Responsibilities and roles of people in society of different cultures.
  - World belief systems impact on the arts
  - Art as a career
  - Textured stamp using TinkerCad that will be used to create ceramic work of art (i.e; calvavero for dia de Los Muertos)

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**Unit 3: CONNECTING**

**Anchor Standard 10**: Synthesize and relate knowledge and personal experiences to make art.  
**Anchor Standard 11**: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Big Ideas**: *Course Objectives/Content Statement(s)*  
Creating and analyzing art leads to a connection to different ideas, beliefs, and experiences.

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- How does making art attune people to their surroundings?  
- How do people contribute to awareness and understanding of their lives of their communities through art-making?  
- How is art used to impact the views of a society?  
- In what ways does engaging in creating artworks enrich people's lives?  

- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.  
- 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.  
- Universal themes exist in art across historical eras and...
cultures. Art may embrace multiple solutions to a problem.

People develop ideas and understanding of society through their interactions with and analysis of art.

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<td><strong>Students will:</strong></td>
<td>• To convey emphasis in a work of art.</td>
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<td>1.5.8.Re7a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</td>
<td>• Recognize how artists use art elements and principles in a work of art.</td>
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<td>1.5.8.Cn11a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</td>
<td>• Responding to artistic processes by adding meaning to their work.</td>
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**Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

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<td>● Mathematical understanding on linear perspective, shapes, angles and 3-dimensions.</td>
<td>● Respond to Picasso’s use of color and shapes in his Cubist style by creating a self portrait using line, shape, and color representing the style.</td>
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<td>● Hand-eye coordination</td>
<td>● Compare and contrast artwork from both Impressionist and Post-Impressionist artists by studying artwork of Claude Monet and Vincent Van Gogh. Create a variety of landscape drawings by using pastels and/or Cray-pas. Applying the same image but applying different techniques and different line applications.</td>
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<td>● Thinking in a 3 dimensional form</td>
<td>● Understand how art plays an important role in the Mandala designs used by Hindu and Buddhist religion. Create a mandala that integrates designs inspired by one of the religions but personalizing the image to represent student interests and/or beliefs.</td>
</tr>
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<td>● Use of measuring and accuracy.</td>
<td>● Still life drawing: Portray distant objects higher on the drawing paper.</td>
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**Technology Integration**
Using Adobe Photoshop tools to create images in one point perspective
Using TinkerCad to render 3D imagery
Use understanding of composition to take photographs of still life objects.

**Media Literacy Integration**
● Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
● Use of online resources for copyright free material
● Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**
● Understanding of human interactions with space and objects around us.
● Knowledge of seeing and perceiving
● Developing observational and critical thinking skills
● Developing measuring and spatial relationship skills

● Texture animal drawings/ paintings: Manipulate lines and patterns and their direction to describe the direction and texture of a surface.
● Create 3-D forms by cutting away, adding on, molding, and or carving parts of the whole. Experiment with tactile textures on plaster or paper Mache forms.
# Unit 4: PRESENTING

**Anchor Standard 4:** Select, Analyze, and interpret artistic works for presentation.  
**Anchor Standard 5:** Develop and refine artistic techniques for presentation  
**Anchor Standard 6:** Convey meaning through presentation of artistic work

## Big Ideas: *Course Objectives/Content Statement(s)*

Through the critical process, students formulate judgments regarding artistic and aesthetic merits of an artwork.

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When is art criticism vital and when is it beside the point?  
How do artists’ backgrounds influence the aesthetic and artistic choices they make?  
What formal art elements should we consider important to do a formal art critique?  
What methods and processes are considered when preparing artwork for presentation or preservation?  
Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.  
Visual fluency is the ability to differentiate between formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.  
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.  
Artists and other presenters consider various techniques, methods, venues and criteria when analyzing various artworks.

## Areas of Focus: Proficiencies  
(New Jersey Student Learning Standards)

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1.5.8.CPr4a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.CPr5a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

1.5.8.CPr6a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

- Discuss the ways that art can be persuasive.  
- Discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.  
- Demonstrate inquiry skills and appropriate art vocabulary for:  
  1. Describing works of art;  
  2. Responding to works of art;  
  3. Interpreting works of art; and  
  4. Evaluating works of art.
### Career-Ready Practices

**CRP1**: Act as a responsible and contributing citizen and employee.

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<td>Teamwork and group discussion skills</td>
<td>- Critique peer work by adding comments about each other's work on a comment sheet.</td>
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<td>Learning human interactions and speaking skills in stating appropriate opinions about others' work.</td>
<td>- Using the appropriate steps of describing, responding, interpreting, and evaluating works of art, walk around a classroom art gallery and respond to famous works of art.</td>
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<td>Using selectivity to decipher important artistic elements in an artwork.</td>
<td>- Journal on a daily log-contribute and share ideas/suggestions about other classmate's improvements in their artwork.</td>
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### Technology Integration

- Using online surveys and blogging to record student responses to artwork.
- Peer and teacher feedback through: google classroom, padlet.com,

### Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs
- Example: Discuss painting “I and the Village” by Marc Chagall in a group and class conversations answering the following questions in art journals. Present answers to the class:
  1. What makes this painting a fantasy painting?
  2. What is an icon?
  3. What icons are used in this composition?
  4. What is the point of emphasis in this work of art? Why?
Global Perspectives
- Learning multicultural perspectives in media literacy.
- Developing global skills in critical dialoguing and decoding of a student's own cultural assumptions in a cooperative learning environment.

Grade 7
Unit 1: CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.

Big Ideas: Course Objectives/Content Statement(s)
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Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:
1.5.8.Cr1a. Conceptualize early stages of the creative process, including applying methods to overcome

Lessons/Instructional Focus
- Experiment with different art materials and techniques to create original artworks.
- Demonstrate the creative process by journaling
creative blocks or take creative risks, and document the processes in traditional or new media.

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

1.5.8.Cr2a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

different ideas and pathways of arriving at the finished project.

- Connecting ideas and influences in design from art history and different cultures.
- Use inquiry and curiosity to invent original works trying new ideas, materials, methods, and approaches in making works of art and design.
- Implications of conservation, care, and clean-up of art materials, tools and equipment.
  Design using two dimensional and three dimensional work.

Career-Ready Practices

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### Differentiation

**Interdisciplinary Connections**
- Scientific understanding of the color prism and color mixtures.
- Learning to handle tools used in different trades.
- Critical thinking skills in solving problems using original and personal ideas.
- Repurposing and recycling materials for the use of invention and creativity.
- Increase of vocabulary by using descriptive art terms.

**Technology Integration**
- Experience with Adobe Photoshop to create a school or personal logo design which integrates the elements of color, line, space, value, shape, and texture.
- Group drawing with Google Draw.
- Create a GIF or animation to represent or convey a message (ex. No Name Calling Week, Autism Awareness, Anti-Bullying Awareness, etc.)

**Media Literacy Integration**
- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**
- Trades in society’s marketing economy.
- Exploring different cultures and their art.
- How specific regions of the world contribute to artistic and cultural achievements.

### Assessments

**Sample projects:**

- Create an abstract painting using various types of lines, shapes, and objects.
- Make a painting showing the influence of an artist.
- Use a personal theme to create a personal work of art.
- Use a limited palette and limited tools to create a painting.
- Optical Illusion Drawing: Create the illusion of movement and/or depth in works of art.
- Paper collage - use magazine paper rippings to paste onto a drawn image on cardboard using different tints and shades of a color.
- Compare/Contrast ways in which artists use certain elements such as line, shape, color, value, and texture in both 2-D and 3-D works of art.
- Paper-Mache Hybrid animal sculptures.
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<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
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<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g. directions, checks for understanding, feedback)</td>
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<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding</td>
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<td>Audio Books</td>
<td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td>
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### Unit 2: RESPONDING

**Anchor Standard 7:** Perceive and analyze artistic work.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

#### Big Ideas: Course Objectives/Content Statement(s)

All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.

#### Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

How has art changed through time? How does art reflect human culture? How do life experiences influence the way you relate to art?

Does culture influence art or does art influence the culture?

#### Enduring Understandings

What will students understand about the big ideas?

Tracing the history of visual art in world cultures provides insight into the lives of people and their values.

The arts reflect cultural morals and personal aesthetics throughout the ages.

People gain insights into the meaning of artworks by engaging in the process of art criticism.

Visual imagery influences understanding of and responses to the world.
### Areas of Focus: Proficiencies
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<td>1.5.8.Re7a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.</td>
<td>• Recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on works of art (e.g., realism, impressionism, post-impressionism, expressionism).</td>
</tr>
<tr>
<td>1.5.8.Re7b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</td>
<td>• Identify, use, and interpret important works of art and their artists.</td>
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<tr>
<td>1.5.8.Re8a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</td>
<td>• Create artwork with the characteristics of a particular culture, period of time, style method or artist.</td>
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<tr>
<td>1.5.8.Re9a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.</td>
<td>• Recognize that chronology exists in all art forms.</td>
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<tr>
<td>• Identify, use, and interpret important works of art and their artists.</td>
<td>• Respond to works of art and analyze responses in terms of cultural and visual meaning.</td>
</tr>
<tr>
<td>• Create artwork with the characteristics of a particular culture, period of time, style method or artist.</td>
<td>• Describe the manner in which the belief systems of a viewer may influence contemplation of works of art.</td>
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<tr>
<td>• Recognize that chronology exists in all art forms.</td>
<td>• Explain orally and in writing the means by which visual art evokes sensory and emotional responses.</td>
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<tr>
<td>• Appreciate works of art that pertain to different art styles and genres.</td>
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</table>

### Career-Ready Practices

**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
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**CRP12:** Work productively in teams while using cultural global competence.
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<td>Sample projects:</td>
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<tr>
<td>- How the arts influence people and culture in societies</td>
<td>- Collage Chinese Dolls: Demonstrate understanding of Chinese traditional clothing according to different dynasties by using paper collage to design a traditional Chinese doll.</td>
</tr>
<tr>
<td>- Use of utilitarian objects in cultural fashion and architectural design</td>
<td>- African Mask: Use interpretation of symbolic African tribal designs to create own paper Mache African mask.</td>
</tr>
<tr>
<td>- Art integrated with musical instruments</td>
<td>- Pop Art/Printmaking: Understand what mass production and popular culture is through the influence of the artist Andy Warhol. Using images of current popular culture create a series of prints that represent today’s society icons.</td>
</tr>
<tr>
<td>- Using technology to create ownership and produce art.</td>
<td>- Gargoyles- Create plaster gargoyles in 3-dimensional form which will represent the style of medieval architecture.</td>
</tr>
</tbody>
</table>

Technology Integration

- Selected educational websites for experiencing with collage and other techniques- National Geographic Arts for Kids(www.nga.gov/kids)
- TinkerCad
- Photography to catalog and create a digital portfolio of work

Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

Global Perspectives

- Cultural achievements in the arts
- Responsibilities and roles of people in society of different cultures.
- World belief systems impact on the arts
- Art as a career
## Big Ideas: Course Objectives/Content Statement(s)

Creating and analyzing art leads to a connection to different ideas, beliefs, and experiences.

### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives of their communities through art-making?
- How is art used to impact the views of a society?
- In what ways does engaging in creating artworks enrich people’s lives?

### Enduring Understandings

**What will students understand about the big ideas?**

- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
- 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.
- Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
- People develop ideas and understanding of society through their interactions with and analysis of art.

### Areas of Focus: Proficiencies

**Areas of Focus: Proficiencies (New Jersey Student Learning Standards)**

- To convey emphasis in a work of art.
- Recognize how artists use art elements and principles in a work of art.
- Responding to artistic processes by adding meaning to their work.

- To convey emphasis in a work of art.
- Recognize how artists use art elements and principles in a work of art.
- Responding to artistic processes by adding meaning to their work.

### Lessons/Instructional Focus

- 1.5.8.Re7a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b. Analyze and contrast how art forms are used to reflect global issues, including climate change.
**Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

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<td><strong>Sample projects:</strong></td>
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<tr>
<td>● Mathematical understanding on linear perspective, shapes, angles and 3-dimensions.</td>
<td>● Respond to Picasso’s use of color and shapes in his Cubist style by creating a self portrait using line, shape, and color representing the style.</td>
</tr>
<tr>
<td>● Hand-eye coordination</td>
<td>● Compare and contrast artwork from both Impressionist and Post-Impressionist artists by studying artwork of Claude Monet and Vincent Van Gogh. Create a variety of landscape drawings by using pastels and/or Cray-pas. Applying the same image but applying different techniques and different line applications.</td>
</tr>
<tr>
<td>● Thinking in a 3 dimensional form</td>
<td>● Understand how art plays an important role in the Mandala designs used by Hindu and Buddhist religion. Create a mandala that integrates designs inspired by one of the religions but personalizing the image to represent student interests and/or beliefs.</td>
</tr>
<tr>
<td>● Use of measuring and accuracy.</td>
<td>● Still life drawing: Portray distant objects higher on the drawing paper.</td>
</tr>
<tr>
<td></td>
<td>● View works of art by Romare Bearden</td>
</tr>
<tr>
<td><strong>Technology Integration</strong></td>
<td></td>
</tr>
<tr>
<td>Using Adobe Photoshop tools to create images in one point perspective</td>
<td>● One-Point perspective City: Create the illusion of</td>
</tr>
</tbody>
</table>
- Global Perspectives
- Understanding of human interactions with space and objects around us.
- Knowledge of seeing and perceiving
- Developing observational and critical thinking skills
- Developing measuring and spatial relationship skills

- Depth by portraying parallel lines that move away from the viewer to converge at a point on the eye level. Students can refer to hallways and classroom space to identify horizon line and point of perspective. What kinds of cities surround us?
- Texture animal drawings/paintings: Manipulate lines and patterns and their direction to describe the direction and texture of a surface.
- Create 3-D forms by cutting away, adding on, molding, and or carving parts of the whole. Experiment with tactile textures on plaster or paper Mache forms.

## Supports for English Language Learners

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<th>Graphic Supports</th>
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<td>Real-life objects</td>
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### Unit 4: PRESENTING

**Anchor Standard 4:** Select, Analyze, and interpret artistic works for presentation.

**Anchor Standard 5:** Develop and refine artistic techniques for presentation

**Anchor Standard 6:** Convey meaning through presentation of artistic work

### Big Ideas: Course Objectives/Content Statement(s)

Through the critical process, students formulate judgments regarding artistic and aesthetic merits of an artwork.

### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Enduring Understandings</th>
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<tbody>
<tr>
<td>When is art criticism vital and when is it beside the point?</td>
<td>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</td>
</tr>
<tr>
<td>How do artists’ backgrounds influence the aesthetic and artistic choices they make?</td>
<td>Visual fluency is the ability to differentiate between formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</td>
</tr>
<tr>
<td>What formal art elements should we consider important to do a formal art critique?</td>
<td>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</td>
</tr>
<tr>
<td>What methods and processes are considered when preparing artwork for presentation or preservation?</td>
<td>Artists and other presenters consider various techniques, methods, venues and criteria when analyzing various artworks.</td>
</tr>
</tbody>
</table>

### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

1.5.8.CPr4a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.CPr5a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

1.5.8.CPr6a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

### Lessons/Instructional Focus

- Discuss the ways that art can be persuasive.
- Discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.
- Demonstrate inquiry skills and appropriate art vocabulary for:
  1. Describing works of art;
  2. Responding to works of art;
  3. Interpreting works of art; and
  4. Evaluating works of art.
**Career-Ready Practices**  
**CRP1**: Act as a responsible and contributing citizen and employee.  
**CRP2**: Apply appropriate academic and technical skills.  
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<td>Sample Projects:</td>
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<tr>
<td>● Language and Literacy</td>
<td>● Critique peer work by adding comments about each other’s work on a comment sheet.</td>
</tr>
<tr>
<td>● Teamwork and group discussion skills</td>
<td>● Using the appropriate steps of describing, responding, interpreting, and evaluating works of art, walk around a classroom art gallery and respond to famous works of art.</td>
</tr>
<tr>
<td>● Learning human interactions and speaking skills in stating appropriate opinions about others’ work.</td>
<td>● Journal on a daily log-contribute and share ideas/suggestions about other classmate’s improvements in their artwork.</td>
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<td>● Using selectivity to decipher important artistic elements in an artwork.</td>
<td>● Choose from a selection of images and symbols to create a design that visually communicates a persuasive idea.</td>
</tr>
<tr>
<td><strong>Technology Integration</strong></td>
<td>● Example: Discuss painting “I and the Village” by Marc Chagall in a group and class conversations answering the following questions in art journals. Present answers to the class:</td>
</tr>
<tr>
<td>● Using online surveys and blogging to record student responses to artwork.</td>
<td>1. What makes this painting a fantasy painting?</td>
</tr>
<tr>
<td>● Peer and teacher feedback through: google classroom, padlet.com,</td>
<td>2. What is an icon?</td>
</tr>
<tr>
<td><strong>Media Literacy Integration</strong></td>
<td>3. What icons are used in this composition?</td>
</tr>
<tr>
<td>● Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use of online resources for copyright free material</td>
<td>4. What is the point of emphasis in this world of art? Why?</td>
</tr>
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<td>● Discussion of how the media digitally alters media using digital art programs</td>
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- Developing global skills in critical dialoguing and decoding of a student's own cultural assumptions in a cooperative learning environment.

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# Grade 8
## Unit 1: CREATING

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

### Big Ideas: Course Objectives/Content Statement(s)
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>How does viewing art aid in the personal search of ideas?</td>
<td>Art serves multiple functions: to educate, to enlighten, to entertain, to communicate, to persuade, to provoke emotion, etc.</td>
</tr>
<tr>
<td>To what extent is the art created for the artist or the viewer?</td>
<td>The viewer is an important participant of art that should be acknowledged by the artist.</td>
</tr>
<tr>
<td>How do underlying structures unconsciously guide the creation of art works?</td>
<td>Who determines meaning in the artwork?</td>
</tr>
<tr>
<td>Does art have boundaries?</td>
<td></td>
</tr>
<tr>
<td>What choices must an artist make before beginning a work? Is process more important than product?</td>
<td></td>
</tr>
</tbody>
</table>

### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

**Students will:**

- 1.5.8.Cr1a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

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

- 1.5.8.Cr2a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.

- 1.5.8.Cr2b. Demonstrate an awareness of ethical

### Lessons/Instructional Focus

- Experiment with different art materials and techniques to create original artworks.

- Demonstrate the creative process by journaling different ideas and pathways of arriving at the finished project.

- Recognize principles of design in a work of art.

- Use problem solving and inquiry to create original works of art and original designs.

- Understand the power of a technique (drawing, printmaking, sculpture, computer graphics, etc) in order to elaborate meaning.
responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

**Career-Ready Practices**  
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<td>- Compare and contrast how modern artworks differ from artworks from ancient civilizations.</td>
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<tr>
<td>- Integrate learning of historical artists and their artwork in the creation of a replica of their artwork along with artist research.</td>
</tr>
<tr>
<td>- Learn about scientific components of clay in the creation of clay sculptures.</td>
</tr>
<tr>
<td>Technology Integration</td>
</tr>
<tr>
<td>- Further developing technical skills using Wacom-boards and Adobe Suite.</td>
</tr>
<tr>
<td>- Watch videos from Art21 and The Art Project to investigate the work of current artists.</td>
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<tr>
<td>- Create an artwork that is in the style of an artist communicating your own message.</td>
</tr>
<tr>
<td>- Printmaking: Market a product/design by creating a poster that will be reproduced several times using the reduction printmaking technique.</td>
</tr>
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gifs, vector-based illustrations, and video manipulation

- Adobe Suite (PhotoShop and Illustrator)
- VectR
- Canva
- Pixlr
- Blender
- TinkerCad
- MakerBot
- SketchUp

**Media Literacy Integration**

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**

- Gain a global understanding of artwork around the world by researching, viewing, discussing art that is based on cultural and historical content.
- Understand current technological advances in artmaking.

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**Unit 2 Responding**

**Anchor Standard 7:** Perceive and analyze artistic work.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

**Big Ideas:** *Course Objectives/Content Statement(s)*

Understanding the variety of ways to arrive at a solution in works of art.
### Essential Questions
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

<table>
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<th>How do artists work?</th>
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<tr>
<td>How do artists determine if a particular direction in their work is elective? How do artists learn from trial and error?</td>
</tr>
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</table>

### Enduring Understandings
*What will students understand about the big ideas?*

| Craftsmanship is applied in all artworks whether elaborate or simple. |
| The artist uses intention in the decision making process of the work. |
| Once there is a groundbreaking idea, artists must continue to elaborate. |

### Areas of Focus: Proficiencies
*(New Jersey Student Learning Standards)*

#### Students will:

1.5.8.Re7a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.

1.5.8.Re7b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

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

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

#### Lessons

- Create a thematic timeline of a specific type of artwork (chairs in painting, landscapes, places, people at work, etc.). Make your own painting of that theme.
- Create a sculpture representing a personal focus/interest.
- Create artwork with the characteristics of a particular culture, period of time, style method or artist.
- Create a body of work that connects 3D, hands-on art-making that reaches into the current world of digital art-making.
### Career-Ready Practices

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**CRP9**: Model integrity, ethical leadership and effective management.

**CRP10**: Plan education and career paths aligned to personal goals.

**CRP11**: Use technology to enhance productivity.

**CRP12**: Work productively in teams while using cultural global competence.

### Differentiation

**Interdisciplinary Connections**
- How the arts influence people and culture in societies
- Use of utilitarian objects in cultural fashion and architectural design

**Technology Integration**
- Use selective educational websites to research information about techniques and processes that could aid in the creation process. Taking ideas and designs from 2D and developing fully rendered, polished designs using Wacom boards, and Adobe Suite software.

**Media Literacy Integration**
- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**
- Discover the arts of different time periods and how the times influenced the works.

### Assessments

- Create a series of prints that demonstrate a personal style of non-objective design.
- Use pencil and/or charcoal to make a portrait drawing that shows mood and feeling.
- Create a clay sculpture that shows understanding of diversity of textures and adding/subtracting of material.
- Create or illustrate a digital painting/drawing that depicts a visual representation of a texture.
- Draw, design, and construct an architectural structure using TinkerCad/ SketchUp.
**Unit 3- Connecting**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Big Ideas:** *Course Objectives/Content Statement(s)*

Art is a world language and its interpretations have an amalgam of connections with the world around us.

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<td>How does engaging in creating art enrich people’s lives?</td>
<td>Through art-making, people make meaning by investigating and developing awareness of perception, knowledge and experiences.</td>
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<tr>
<td>How does making art attune people to their surroundings?</td>
<td>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</td>
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<tr>
<td>How does art help us understand the lives of people of different times, places and cultures?</td>
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**Areas of Focus: Proficiencies** *(New Jersey Student Learning Standards)*

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<th><strong>Students will:</strong></th>
<th><strong>Lessons/Instructional Focus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.8.Re7a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</td>
<td>● Demonstrate inquiry skills and appropriate art vocabulary for:</td>
</tr>
<tr>
<td>1.5.8.Cn11a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</td>
<td>a. describing works of art;</td>
</tr>
<tr>
<td>1.5.8.Cn11b. Analyze and contrast how art forms are used to reflect global issues, including climate change.</td>
<td>b. responding to works of art;</td>
</tr>
<tr>
<td><strong>Career-Ready Practices</strong></td>
<td>c. interpreting works of art; and</td>
</tr>
<tr>
<td>CRP1: Act as a responsible and contributing citizen and employee.</td>
<td>d. Evaluating works of art.</td>
</tr>
<tr>
<td>CRP2: Apply appropriate academic and technical skills.</td>
<td>● Engage in creating 2D and 3D works that highlight a student's interest.</td>
</tr>
<tr>
<td>CRP3: Attend to personal health and financial well-being.</td>
<td>● Use a personal childhood memory to create a painting or drawing.</td>
</tr>
<tr>
<td>CRP4: Communicate clearly and effectively and with reason.</td>
<td>● Find a favorite object and create a sculpture replica in the style of Pop Art.</td>
</tr>
<tr>
<td>CRP5: Consider the environmental, social and economic impacts of decisions.</td>
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<tr>
<td>CRP6: Demonstrate creativity and innovation.</td>
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<tr>
<td>CRP7: Employ valid and reliable research strategies.</td>
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<tr>
<td>Differentiation</td>
<td>Assessments</td>
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<tr>
<td>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</td>
<td>Sample projects:</td>
</tr>
<tr>
<td>CRP9: Model integrity, ethical leadership and effective management.</td>
<td>• Journal on a daily log-to contribute and share ideas/ suggestions about personal and peer work.</td>
</tr>
<tr>
<td>CRP10: Plan education and career paths aligned to personal goals.</td>
<td>• Choose from a selection of images and symbols to create a design that visually communicates a persuasive idea.</td>
</tr>
<tr>
<td>CRP11: Use technology to enhance productivity.</td>
<td></td>
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<tr>
<td>CRP12: Work productively in teams while using cultural global competence.</td>
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</table>

**Interdisciplinary Connections**
- Language and literacy
- Learning human interactions and speaking skills in stating appropriate opinions about others’ work.
- Using selectivity to decipher important artistic elements in an artwork.

**Technology Integration**
- Using online tools such as surveys and blogging to record student responses to artwork.
- Google classroom forms, Powerpoint

**Media Literacy Integration**
- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**
- Learning multicultural perspectives in media literacy.
- Developing global skills in critical dialoguing and decoding of a student's own cultural assumptions in a cooperative learning environment.
## Unit 4: PRESENTING

**Anchor Standard 4:** Select, Analyze, and interpret artistic works for presentation.  
**Anchor Standard 5:** Develop and refine artistic techniques for presentation  
**Anchor Standard 6:** Convey meaning through presentation of artistic work

### Big Ideas: *Course Objectives/Content Statement(s)*

There are multiform ways of presenting artwork to an audience to captivate and inform meaning.

<table>
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<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>When is art criticism vital and when is it beside the point?</td>
<td>Craftsmanship is applied in all artworks whether elaborate or simple.</td>
</tr>
<tr>
<td>How are artworks cared for and by whom?</td>
<td>The artist uses intention in the decision making process of the work.</td>
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<tr>
<td>Why do people value objects, artifacts and artworks?</td>
<td>Once there is a groundbreaking idea, artists must continue to elaborate.</td>
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<tr>
<td>What criteria are important when selecting artwork for a portfolio?</td>
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</table>

### Areas of Focus: Proficiencies *(New Jersey Student Learning Standards)*

**Students will:**
1.5.8.CPr4a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.CPr5a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.CPr6a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

**Career-Ready Practices**
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.

**Lessons/Instructional Focus**
- Demonstrate technical knowledge and skill in drawing and painting in order to prepare an artwork for presentation.
- Allow students ownership of their ideas in their artwork in order to create interest in presentation.
- Create a presentation display representing different personal focuses/interests.
- Lead student presentations of artist research to peers in group presentations.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

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<td>● How the arts influence people and culture in societies</td>
<td>● Prepare for a classroom art discussion by investigating the process and interpretation of a specific type of artwork.</td>
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<tr>
<td>● Use of utilitarian objects in cultural fashion and architectural design</td>
<td>● Create a checklist with criteria for display of individual students.</td>
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<tr>
<td><strong>Technology Integration</strong></td>
<td>● Students select a personal theme and make an artwork that represents that theme.</td>
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<tr>
<td>● Use Google classroom to submit a portfolio with art images.</td>
<td>● Have class discussion analyzing artworks for various artists.</td>
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<tr>
<td>● Use photography for archiving work.</td>
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<tr>
<td>● Use of Google Drive to archive work</td>
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<tr>
<td>● Use of ChromeBox and HDTV to slideshow display current student work</td>
<td></td>
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<tr>
<td>● Use of Google Slides to display, critique, and discuss student work</td>
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<td><strong>Media Literacy Integration</strong></td>
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<td>● Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use</td>
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<td>● Understanding of human interactions with space and objects around us</td>
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<tr>
<td>● Knowledge of seeing and perceiving</td>
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<tr>
<td>● Understanding the future of illustration and art-making within commercial art</td>
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