

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
SIXTH - EIGHTH GRADE VISUAL ARTS CURRICULUM**



**Revised to meet the June 2020 NJSLS-VISUAL ARTS  
Board Approval: AUGUST 2022**

**District Administration**

Mr. Robert Mungo	Superintendent
Mrs. Amie Dougherty	Director of Curriculum and Instruction
Mrs. Tifanie Pierce	Director of Special Services
Mrs. Carolyn McDonald	Director of Equity and Student Services
Mr. Daniel Finn	Principal 5-8
Mr. Thomas Braddock	Principal 2-4
Mrs. Nicole Peoples	Principal PreK-1
Mrs. Kinny Nahal	Assist Principal 5-8
Mrs. Evon DiGangi	School Business Administrator

**Mount Holly Township Board of Education**

Mrs. Janet DiFolco	Board President
Mr. William Monk	Board Vice-President
Ms. Jennifer Mushinsky	Board Member
Mrs. Brianna Banks	Board Member
Mrs. Janene Ciotti	Board Member

## **Visual and Performing Arts**

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

### **Mission**

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

### **Vision**

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

### **Spirit and Intent**

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy<sup>1</sup> through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others. (More examples that illustrate the philosophical foundations and lifelong goals that are the underpinnings of the NJSLS-VPA can be found in the Supplemental Materials section.)

### **New to This Version of the NJSLS-VPA**

The inclusion of media arts as one of the five arts disciplines is new to this version. Media arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. The study of media arts can foster new modes and processes of creative thinking within in the realms of the digital and virtual worlds that are evermore present in students' lives. In fact, many students are already creating media art on their own and will benefit from support systems within their schools that mirror their life experiences. Because many young people hold a fascination with new media, incorporating media arts study into the school day can potentially enhance the connection between in-school and out-of-school learning and act as motivation for active learning.

Also new to this version of the NJSLS-VPA is the specialized approach to music education. To account for various opportunities that students have to engage in music instruction, the NJSLS-VPA include standards for five subdisciplines of music: General Music (grades K–8), Guitar, Keyboard, and Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music 1. The knowledge and understanding required to participate authentically in the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts. Technology. At the middle and high school level, students are required to demonstrate proficiency in only one of the preceding subdisciplines. It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The novice and intermediate performance expectations for Traditional and Emerging Ensembles, and Guitar, Keyboard and Harmonizing Instruments are generally applicable to elementary and middle school students. The proficient, accomplished, and advanced level performance expectations are

generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement level may be attainable throughout the K–12 continuum.

### **Standards in Action: Climate Change**

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[NJSLS Visual and Performing Arts](#)

[NJSLS Career Readiness, Life Literacies, and Key Skills](#)

[Computer Science and Design Thinking](#)

[NJSLS Climate Change Education](#)

### **MHTSD Visual Performing Arts Statement**

Year 1: Novice  
Year 2: Intermediate  
Year 3: Advanced

#### **Visual & Media Arts:**

- Students are presented with Visual and Media arts standards in the Visual/Media Arts class. All students are exposed to novice level content.
- Students in Grade 8 are given the opportunity to choose an arts discipline as an elective subject to explore intermediate and advanced content.

#### **Performing Arts:**

- Students are offered Music and Theatre as core subjects in Grades 6-8.
- Dance standards are infused into the Theatre and Music curriculum
- Students in Grade 8 are given the opportunity to choose an arts discipline as an elective subject to explore intermediate and advanced content.

Board Approved: August 17, 2022

<b>Unit 1: Color Theory</b> <b>Curriculum Area: Visual Arts</b> <b>Unit Length: Ongoing</b>	<b>Grade Level 6-8</b> <b>Target: Visual/Media Arts General Concepts</b>
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**Unit Overview**

This Unit of Study will cover The Color Theory, from the science of color, to how color is categorized, to its properties and how color can be used effectively in art. The learner will know what color is essentially and its use as an element of art. They will be introduced to the Color Wheel with regard to the position of colors on the wheel as well as how they relate to each other. They will study artists past and present focusing on their use of color and how it impacted the society at the time and continues to be influential today. This unit will also touch upon color symbolism and its use in commercial art.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
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<ul style="list-style-type: none"> <li>● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> <li>● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> <li>● Understanding connections to varied contexts and daily life enhances a media artist's work.</li> <li>● Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>● How do life experiences influence the way you relate to art?</li> <li>● How does learning about art impact how we perceive the world?</li> <li>● What can we learn from our responses to art?</li> <li>● What is visual art?</li> <li>● Where and how do we encounter visual arts in our world?</li> <li>● How do visual arts influence our views of the world?</li> <li>● How do artists work?</li> <li>● How do artists and designers determine whether a particular direction in their work is effective?</li> <li>● How do artists and designers learn from trial and error?</li> <li>● How do artists and designers care for and maintain materials, tools and equipment?</li> <li>● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li> <li>● What responsibilities come with the freedom to create?</li> <li>● How do objects, places and design shape lives and communities?</li> <li>● How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li> <li>● How do artists and designers create works of art or design that effectively communicate?</li> </ul>
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<ul style="list-style-type: none"> <li>● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</li> </ul>	<ul style="list-style-type: none"> <li>● How does art help us understand the lives of people of different times, places, and cultures?</li> <li>● How is art used to impact the views of a society?</li> <li>● How does art mirror aspects of life?</li> <li>● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?</li> <li>● How do media artists work?</li> <li>● How do media artists and designers determine whether a particular direction in their work would be effective?</li> <li>● How do media artists learn from trial and error?</li> <li>● How do we analyze and react to media artworks?</li> <li>● How do media artworks function to convey meaning and influence audience experience?</li> </ul>
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**District/School Supplementary Resources**

<ul style="list-style-type: none"> <li>● A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...</li> <li>● Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet</li> <li>● Chalk Board</li> <li>● Promethean board</li> <li>● Project samples</li> </ul>
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<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Teacher Observation</li> </ul>

<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> </ul>

- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

### NJSLs - Visual/Media Arts

#### 2020 NJSLs-Visual Arts:

- **Anchor Standard 2: Organizing and developing ideas.**
  - 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
  - 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
  - 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- **Anchor Standard 7: Perceiving and analyzing products.**
  - 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
  - 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**
  - 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
  - 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

#### 2020 NJSLs-Media Arts

- **Anchor Standard 2: Organizing and developing ideas.**
  - 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
  - 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **Anchor Standard 7: Perceiving and analyzing products.**
  - 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
  - 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
- **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**
  - 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
  - 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

### Career Readiness, Life Literacies, and Key Skills

#### Career Readiness, Life Literacies, and Key Skills Integration



**NJSLS - CRLKKS 2020**

**highlight appropriate indicators for unit/domain**

CRLKKS1. Act as a responsible and contributing community members and employee.

CRLKKS2. Attend to financial well-being.

CRLKKS3. Consider the environmental, social and economic impacts of decisions.

CRLKKS4. Demonstrate creativity and innovation.

CRLKKS5. Utilize critical thinking to make sense of problems and persevere in solving them

CRLKKS6. Model integrity, ethical leadership and effective management.

CRLKKS7. Plan education and career paths aligned to personal goals.

CRLKKS8. Use technology to enhance productivity increase collaboration and communicate effectively

CRLKKS9. Work productively in teams while using cultural/global competence.

<b>9.1 Personal Financial Literacy – Income And Careers</b>	<b>9.2 Career Awareness, Exploration, And Preparation - Career Awareness</b>
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p>	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>
<b>Interdisciplinary Connections</b>	

**Math-5.NF.B7**

**Science: RST.6-8.1,**

**English Language**

**Reading Informational Text – RI.5.7, RI.5.9, RI.6.7**

**Writing – W.5.2, W.6.2, W.6.9**

**Speaking and Listening – SL.5.1, SL.5.4, SL.6.2**

**Computer Science and Design Thinking**

**Computing Systems:**

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

**Impacts of Coding:**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.

**Interaction of Technology and Humans:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

**Nature of Technology:**

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

**Ethics & Culture:**

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

**NJSLS Learning Plan**

**NJ Student Learning Objective**

**Progress  
Indicator, Exemplar Lessons and/or Activities**

**Practice: Investigate:**

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,

Analyze a work of art and discuss its impact on the viewer based on the artist’s use of the elements of art and principle of design.

Beyonce Knowles Pepsi Print Ad Campaign. They will assess the work based on guided questions from the teacher. Questions will be an

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.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Practice: Perceive:**

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

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

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

**Practice: Relate:**

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.

appropriate mix of low and high level cognitive questions. Show other print ads of the same style.

Introduce the Pop Art genre through works and artists such as Roy Lichtenstein, Wayne Thiebaud\*, and James Rosenquist. Students will determine whether these works are fine art or commercial art, and how fine art influences commercial and advertising. Discuss the elements (color) present in the work and the similarities between them.

\*Thiebaud is great study for the Value

Compare and contrast two works of art, one fine art piece, the other commercial art and analyze the distinguishing characteristics of artists whose significant contribution to the art world has had an impact on their peer and future generations of artists (e.g., Leonardo Da Vinci, Jackson, Pollack, Andy Warhol, Anne Hamilton, Jeff Coons, Chen Woo, Rene Magritte etc.)

\*6th grade will include color harmonies.

- Complementary
- Analogous
- Triadic
- Split-Complementary
- Rectangle (tetrad)
- Square
- Monochromatic

Analyze which hues and the amounts needed to combine to produce new hues.

Produce new colors by manipulating the properties of color.

<p>1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).</p> <p>1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).</p>	
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**Key Vocabulary**

<p>Art Media Analogous Complementary Pop Art Marketing Tint Shade Tone Triadic Tetradic Commercial Fine ArtsMedia</p>	<p>Intensity Aesthetic Spectrum Prism Primary Colors Secondary Colors Tertiary Colors Genre Historical Era Space Value</p>
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<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> </ul>

<ul style="list-style-type: none"> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Explain alternate moves</li> <li>● Create game extensions</li> <li>● Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Instant Activity/Warm-Up</li> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>

<b>Unit 2: Color Theory/Elements</b>	<b>Grade Level: 6-8</b>
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<b>Curriculum Area: Visual Arts</b> <b>Unit Length: Ongoing</b>	<b>Target: Visual/Media Arts Discipline Selection Students</b>
<b>Unit Overview</b>	
<p>This Unit of Study will cover The Elements of Art, Line, Shape, and Form with particular emphasis on Space/Perspective. The unit will give a brief overview of each element and the learner will evaluate the relationships between the elements and their purpose beyond the world of fine art. They will study artists past and present focusing on their use of color and how it impacted the society at the time and continues to be influential today.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.</li> <li>● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.</li> <li>● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</li> </ul>	<ul style="list-style-type: none"> <li>● What conditions, attitudes and behaviors support creativity and innovative thinking?</li> <li>● What factors prevent or encourage people to take creative risks?</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 people value objects, artifacts and artworks, and select them for presentation?</li> <li>● How do media artists generate ideas and formulate artistic intent?</li> <li>● How does collaboration expand and affect the creative process?</li> <li>● How can creative risks be encouraged?</li> <li>● How are complex media arts experiences constructed?</li> <li>● At what point is a work considered "complete"?</li> </ul>
<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>● A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...</li> <li>● Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet</li> <li>● Chalk Board</li> </ul>	

<ul style="list-style-type: none"> <li>● Promethean board</li> <li>● Project samples</li> </ul>	
<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Teacher Observation</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues and Questions</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> </ul>
<b>NJSLS - Visual/Media Arts</b>	
<p><b><u>2020 NJSLS-Visual Arts:</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>Anchor Standard 1: Generating and conceptualizing ideas.</u></b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> </ul> </li> <li>● <b><u>Anchor Standard 4: Selecting, analyzing and interpreting work.</u></b> <ul style="list-style-type: none"> <li>○ 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</li> </ul> </li> </ul> <p><b><u>2020 NJSLS-Media Arts:</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>Anchor Standard 1: Generating and conceptualizing ideas.</u></b> <ul style="list-style-type: none"> <li>○ 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</li> <li>○ 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> </li> </ul>	

- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **Anchor Standard 4: Selecting, analyzing and interpreting work.**
  - 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

**Career Readiness, Life Literacies, and Key Skills**

**Career Readiness, Life Literacies, and Key Skills Integration**

[NJSLS - CRLKKS 2020](#)

**highlight appropriate indicators for unit/domain**

CRLKKS1. Act as a responsible and contributing community members and employee.

CRLKKS2. Attend to financial well-being.

**CRLKKS3. Consider the environmental, social and economic impacts of decisions.**

**CRLKKS4. Demonstrate creativity and innovation.**

CRLKKS5. Utilize critical thinking to make sense of problems and persevere in solving them

CRLKKS6. Model integrity, ethical leadership and effective management.

CRLKKS7. Plan education and career paths aligned to personal goals.

CRLKKS8. Use technology to enhance productivity increase collaboration and communicate effectively

**CRLKKS9. Work productively in teams while using cultural/global competence.**

**9.1 Personal Financial Literacy – Income And Careers**

**9.2 Career Awareness, Exploration, And Preparation - Career Awareness**

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.



	<p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>
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**Interdisciplinary Connections**

<p><u>Language Arts</u></p> <p>Reading Informational Text – RI.5.7, RI.5.9, RI.6. Writing – W.5.2, W.6.2, W.6.9</p> <p>Speaking and Listening – SL.5.1, SL.5.4, SL.6.2</p>
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**Computer Science and Design Thinking**

<p><b>Computing Systems:</b> 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</p> <p><b>Impacts of Coding:</b> 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.</p> <p><b>Interaction of Technology and Humans:</b> 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p><b>Nature of Technology:</b> 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</p> <p><b>Ethics &amp; Culture:</b> 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p>
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**NJSLS Learning Plan**

<b>NJ Student Learning Objective</b>	<b>Progress Indicator, Exemplar Lessons and/or Activities</b>
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<ul style="list-style-type: none"> <li>● <b><u>Practice: Explore</u></b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> </ul> </li> <li>● <b><u>Practice: Analyze:</u></b> <ul style="list-style-type: none"> <li>○ 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</li> <li>○ 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).</li> </ul> </li> <li>● <b><u>Practice: Conceive:</u></b> <ul style="list-style-type: none"> <li>○ 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</li> <li>○ 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</li> <li>○ 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</li> </ul> </li> </ul>	<p>Integrate information from several texts on related topics in order to speak about and subject synthesize the information to formulate original ideas.</p> <p>Analyze works of art and discuss its impact on the viewer based on the artist’s use Space/Perspective.</p> <p>Evaluate the impact artists have on their society and their potential influence in the art world and other industries.</p> <p>Identify the techniques used in art to create an illusion of deep space</p> <p>Describe the different qualities of the element Line and demonstrate how it is used to represent certain characteristics..</p> <p>Demonstrate depth through space using shapes, and form.</p>
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**Key Vocabulary**

Space, Value Intensity, Aesthetic, Linear, Perspective, Shape, Line, Element, Form, Horizon, Vanishing point, Technique Depth, Cityscape, Landscape, Geometric Organic

<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Explain alternate moves</li> <li>● Create game extensions</li> <li>● Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Instant Activity/Warm-Up</li> <li>● Closure</li> <li>● Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> </ul>

<ul style="list-style-type: none"> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Accessing Prior Experiences</li> </ul>
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<b>Unit 3: Principles of Art I</b> <b>Curriculum Area: Visual/Media Arts</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 6-8</b> <b>Target: Visual/Media Arts General</b>
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**Unit Overview**

This Unit of Study the will cover The Principles of Design, Balance, Pattern, Movement, Emphasis, Proportion, Rhythm, Variety and Harmony. The unit will give a brief overview of principle and the learner will evaluate the relationships between them and their purpose in creating good art. They will study other cultures and how art impacts their societal beliefs and how the principles hold significance in the art they create. They will also examine how the principles are used to manipulate the elements of art and how various artists use the principles to establish their personal style.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>● Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</li> <li>● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>● What methods and processes are considered when preparing artwork for presentation or preservation?</li> <li>● How does refining artwork affect its meaning to the viewer?</li> <li>● What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>● What is an art museum?</li> <li>● How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?</li> <li>● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>

<p>Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p> <ul style="list-style-type: none"> <li>● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</li> </ul>	<ul style="list-style-type: none"> <li>● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?</li> <li>● How do media artists improve/refine their work?</li> <li>● How do we analyze and react to media artworks?</li> <li>● How do media artworks function to convey meaning and influence audience experience?</li> <li>● How are complex media arts experiences constructed?</li> <li>● At what point is a work considered "complete"?</li> </ul>
<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>● A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...</li> <li>● Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet</li> <li>● Chalk Board</li> <li>● Promethean board</li> <li>● Project samples</li> </ul>	
<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Teacher Observation</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Visuals</li> </ul>

- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Collaborative Problem Solving
- Active Engagement Strategies

### Standards

#### **2020 NJSLS-Visual Arts:**

- **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
  - 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- **Anchor Standard 6: Conveying Meaning Through Art.**
  - 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

#### **2020 NJSLS-Media Arts:**

- **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
  - 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., selfinitiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
  - 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
  - 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
- **Anchor Standard 6: Conveying Meaning Through Art.**
  - 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
  - 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

### Career Readiness, Life Literacies, and Key Skills

#### **Career Readiness, Life Literacies, and Key Skills Integration**

[\*\*NJSLS - CRLKs 2020\*\*](#)

**highlight appropriate indicators for unit/domain**

- CRLKKS1. Act as a responsible and contributing community members and employee.
- CRLKKS2. Attend to financial well-being.
- CRLKKS3. Consider the environmental, social and economic impacts of decisions.**
- CRLKKS4. Demonstrate creativity and innovation.**
- CRLKKS5. Utilize critical thinking to make sense of problems and persevere in solving them
- CRLKKS6. Model integrity, ethical leadership and effective management.
- CRLKKS7. Plan education and career paths aligned to personal goals.
- CRLKKS8. Use technology to enhance productivity increase collaboration and communicate effectively
- CRLKKS9. Work productively in teams while using cultural/global competence.**

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p>	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>

**Interdisciplinary Connections**

Reading Informational Text – RI.5.7, RI.5.9, RI.6.7

Writing – W.5.2, W.6.2, W.6.9

Speaking and Listening – SL.5.1, SL.5.4, SL.6.2

**Computer Science and Design Thinking**

**Computing Systems:**

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

**Impacts of Coding:**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.

**Interaction of Technology and Humans:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

**Nature of Technology:**

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

**Ethics & Culture:**

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

**NJSLS Learning Plan**

**NJ Student Learning Objective**

**Progress  
Indicator, Exemplar Lessons and/or Activities**



**Practice: Select**

- **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
  - 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

**Practice: Share**

- **Anchor Standard 6: Conveying Meaning Through Art.**
  - 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

**Practice: Integrate**

- **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
  - 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., selfinitiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
  - 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
  - 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

**Practice: Present**

- **Anchor Standard 6: Conveying Meaning Through Art.**
  - 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
  - 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

Analyze artwork by various artists, identify the elements of art and discuss how they were used in the work to create a specific mood or convey a message

Compare and contrast the two works based on the principles used.

Identify different forms of balance and demonstrate them through original illustrations. Explain how Proportion can be used to influence Balance.

Explain the relationship between principles, Movement Pattern and Rhythm. Create original patterns incorporating rhythm and movement.

Identify the principles, Variety, Harmony, and Emphasis. Discuss how they affect the mood of a particular artwork

Analyze various artworks from different cultures based on their use of the elements and principles.

**Key Vocabulary**

Analyze various artworks from different cultures based on their use of the elements and principles.

<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Explain alternate moves</li> <li>● Create game extensions</li> <li>● Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>

<ul style="list-style-type: none"> <li>● Instant Activity/Warm-Up</li> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>
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<b>Unit 4: Principles of Art II</b> <b>Curriculum Area: Visual/Media Arts</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 6-8</b> <b>Target: Target: Visual/Media Arts Discipline Selection Students</b>
<b>Unit Overview</b>	
<p>This Unit of Study the will cover a deeper look into the Principles of Design, Balance, Pattern, Movement, Emphasis, Proportion, Rhythm, Variety and Harmony. This unit is intended for students that have chosen visual arts as their arts discipline. The unit will explore principles and the learner will evaluate the relationships between them and their purpose in creating good art. They will select a cultural artform to study and present and how art impacts their societal beliefs and how the principles hold significance in the art they create. They will also examine how the principles are used to manipulate the elements of art and how various artists use the principles to establish their personal style.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>● People evaluate art based on various criteria.</li> <li>● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences</li> </ul>	<ul style="list-style-type: none"> <li>● What is the value of engaging in the process of art criticism?</li> <li>● How does one determine criteria to evaluate a work of art?</li> <li>● How and why might criteria vary?</li> <li>● How is a personal preference different from an evaluation?</li> <li>● How does engaging in creating art enrich people's lives?</li> <li>● How does making art attune people to their surroundings?</li> </ul>

<ul style="list-style-type: none"> <li>● Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.</li> <li>● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.</li> <li>● Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> <li>● How can the viewer "read" a work of art as text?</li> <li>● How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> <li>● How do people relate to and interpret media artworks?</li> <li>● How can the viewer "read" a work of art as text?</li> <li>● How does knowing and using arts vocabulary help us understand and interpret works of art?</li> <li>● How and why do we value and judge media artworks?</li> <li>● When and how should we evaluate and critique media artworks to improve them?</li> <li>● How is a personal preference different from an evaluation?</li> <li>● How does engaging in creating media artworks enrich people's lives?</li> <li>● How does making media artworks attune people to their surroundings?</li> <li>● How do media artworks contribute to an awareness and understanding of our lives and communities?</li> </ul>
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**District/School Supplementary Resources**

- A variety of mediums will be used including but not limited to: Paint, crayons, clay, paper, glue, clay, pencils, markers, etc...
- Visual works of art by relevant artists throughout history, graphs and charts in hardcopy or the internet
- Chalk Board
- Promethean board
- Project samples

<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Teacher Observation</li> </ul>

**Instructional Best Practices**

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies

### NJSLS Visual/Media Arts

#### **2020 NJSLS-Visual Arts:**

- **Anchor Standard 8: Interpreting Intent and Meaning**
  - 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- **Anchor Standard 9: Applying criteria to evaluate products**
  - 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
  - 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

#### **2020 NJSLS-Media Arts:**

- **Anchor Standard 8: Interpreting Intent and Meaning**
  - 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- **Anchor Standard 9: Applying criteria to evaluate products**
  - 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
  - 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
  - 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Integration**

**NJSLS - CRLKKS 2020**

**highlight appropriate indicators for unit/domain**

CRLKKS1. Act as a responsible and contributing community members and employee.

CRLKKS2. Attend to financial well-being.

**CRLKKS3. Consider the environmental, social and economic impacts of decisions.**

**CRLKKS4. Demonstrate creativity and innovation.**

CRLKKS5. Utilize critical thinking to make sense of problems and persevere in solving them

CRLKKS6. Model integrity, ethical leadership and effective management.

CRLKKS7. Plan education and career paths aligned to personal goals.

CRLKKS8. Use technology to enhance productivity increase collaboration and communicate effectively

**CRLKKS9. Work productively in teams while using cultural/global competence.**

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p>	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>

### Interdisciplinary Connections

Reading Informational Text – RI.5.7, RI.5.9, RI.6.7

Writing – W.5.2, W.6.2, W.6.9

Speaking and Listening – SL.5.1, SL.5.4, SL.6.2

### Computer Science and Design Thinking

**Computing Systems:**

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

**Impacts of Coding:**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.

**Interaction of Technology and Humans:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

**Nature of Technology:**

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

**Ethics & Culture:**

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

### NJSLs Learning Plan

NJ Student Learning Objective	Progress Indicator, Exemplar Lessons and/or Activities
<p><b><u>2020 NJSLs-Visual Arts:</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>Anchor Standard 8: Interpreting Intent and Meaning</u></b> <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>	<p>Analyze artwork by various artists, identify the elements of art and discuss how they were used in the work to create a specific mood or convey a message</p> <p>Compare and contrast the two works based on the principles used.</p>

understanding messages or ideas and mood conveyed.

- **Anchor Standard 9: Applying criteria to evaluate products**
  - 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
  - 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Identify different forms of balance and demonstrate them through original illustrations. Explain how Proportion can be used to influence Balance.

Explain the relationship between principles, Movement Pattern and Rhythm. Create original patterns incorporating rhythm and movement.

Identify the principles, Variety, Harmony, and Emphasis. Discuss how they affect the mood of a particular artwork

Analyze various artworks from different cultures based on their use of the elements and principles.

**2020 NJSLS-Media Arts:**

- **Anchor Standard 8: Interpreting Intent and Meaning**
  - 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- **Anchor Standard 9: Applying criteria to evaluate products**
  - 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
  - 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
  - 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

**Key Vocabulary**



Analyze various artworks from different cultures based on their use of the elements and principles.

<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Provide expanded opportunities for artistic research</li> <li>● Create game extensions</li> <li>● Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Instant Activity/Warm-Up</li> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>

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| <ul style="list-style-type: none"><li>• Stations</li><li>• Modified Activities</li></ul> |  |
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MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT  
PACING GUIDE  
331 Levis Drive

Mount Holly, New Jersey 08060

Course Title: Visual Arts  
Grade(s): Sixth through Eighth Grade

Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	6-8 weeks (classes meet 1x per week)	1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c 1.5.8.Re7a 1.5.8.Re7b 1.5.8.Cn11a 1.5.8.Cn11b 1.2.8.Cr2a 1.2.8.Cr2b 1.2.8.Re7a 1.2.8.Re7b 1.2.8.Cn11a 1.2.8.Cn11b	<ul style="list-style-type: none"> <li>● Identify elements of art and principles of design that are evident in everyday life.</li> <li>● Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>● Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</li> <li>● Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</li> <li>● Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</li> </ul>
Unit 2	6-8 (classes meet 1x per week)	1.5.8.Cr1a 1.5.8.Cr1b 1.5.8.Pr4a 1.2.8.Cr1a 1.2.8.Cr1b 1.2.8.Cr1c 1.2.8.Pr4a	<ul style="list-style-type: none"> <li>● Identify elements of art and principles of design that are evident in everyday life.</li> <li>● Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>● Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</li> <li>● Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</li> <li>● Analyze the form, function, craftsmanship, and originality of representative works of media and visual art.</li> </ul>
Unit 3	6-8 weeks	1.5.8.Pr5a	<ul style="list-style-type: none"> <li>● Compare and contrast various masterworks of art from diverse</li> </ul>

	(classes meet 1x per week)	1.5.8.Pr6a 1.2.8.Pr5a 1.2.8.Pr5b 1.2.8.Pr5c 1.2.8.Pr6a 1.2.8.Pr6b	cultures, and identify elements of the works that relate to specific cultural heritages. <ul style="list-style-type: none"> <li>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</li> <li>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</li> <li>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</li> <li>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</li> </ul>
Unit 4	6-8 weeks (classes meet 1x per week)	1.5.8.Re8a 1.5.8.Re9a 1.5.8.Cn10a 1.2.8.Re8a 1.2.8.Re9a 1.2.8.Cn10a 1.2.8.Cn10b	<ul style="list-style-type: none"> <li>Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</li> <li>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</li> <li>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</li> <li>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</li> <li>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by</li> </ul>

			writing critical essays.
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