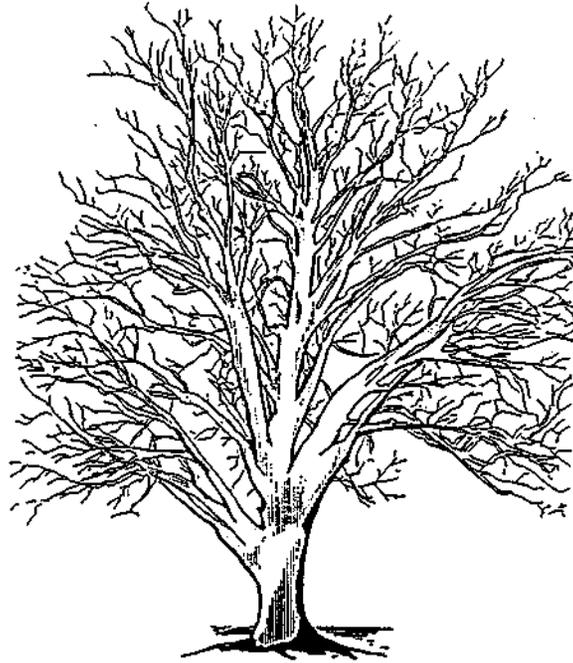


# Monroe Township Schools



## Curriculum Management System

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Related Arts Cycle - Visual Arts

Grade 7

July 2009

\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.

Board Approved: September 2009

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# MONROE TOWNSHIP SCHOOL DISTRICT

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## Acknowledgments

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# **Monroe Township Schools**

## Mission and Goals

### **Mission**

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

### **Goals**

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

# **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

## **Philosophy**

Art education is basic to an individual's perception and understanding of the world in which we live today. Creative learning enables students to interpret these perceptions in a visual and hands on form. Art Education teaches students to respect and appreciate their own interpretations and those of their peers. A sequential art program develops basic skills, encourages visual awareness and is fundamental to intellectual growth and creative self-expression.

A balanced and sequential art education program fosters the students' perception of their real and imaginary worlds. Structured course work includes knowledge of artists and art history, art elements and principles of design, aesthetic value and career connections. The art program enables each student to develop positive attitudes towards themselves, others and the environment through creative experiences. Problem solving and creative learning encourages and fosters the students' to relate visual knowledge to other core subjects and to respond with originality, appreciation, flexibility and imagination. The use and application of skills, processes and mediums encourages and encompasses self-expression, creative growth, discovery, and the realization of ideas. Assessment is made on individual achievement related to each student's stage of growth and development. The art program is essential to every student's development as a well-rounded, creative and productive human being.

## **Educational Goals**

This course offers students an introduction to art appreciation as well as preparation for high school art. The art elements and principles of design will be studied and applied to personal expression in two and three dimensional projects. Students will explore the creative process through projects and by studying individual artists as well as art movements. Art from world cultures is explained and compared. Analyzing and judging art works is ongoing.

- To explore careers in the field of art through connections, relationships, and applications.
- To nurture the creative spirit and develop a framework for creative problem solving while further enhancing the core curriculum content standards.
- To utilize a cooperative, teambuilding, and community framework to strengthen artistic confidence and foster a life-long learning appreciation of visual arts.
- To present the student artist with a uniquely elevated perception of the elements of art & principles of design through differentiated instruction and independent study.
- To enhance the total experience of the student artist through the development of multiple intelligences in a comprehensive and creative environment.

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

**Visual and Performing Arts**

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

Cumulative Progress Indicators (CPIs) define each content standard. These CPIs delineate expected student progress in grades 2, 4, 6, 8, and 12. The CPIs may be used as a basis for the development of curriculum at all grade levels as well as for developing local assessments to ensure that the desired level of understanding or skill has been achieved. Throughout this document, the term "works of art" refers to selections of works from each of the four disciplines.

1.1	1.2	1.3	1.4	1.5
<a href="#"><u>Aesthetics</u></a>	<a href="#"><u>Creation and Performance</u></a>	<a href="#"><u>Elements and Principles of the Arts</u></a>	<a href="#"><u>Critique</u></a>	<a href="#"><u>World Cultures, History, and Society</u></a>

A complete copy of the new Core Curriculum Content Standards for Visual Arts may also be found at:  
[http://education.state.nj.us/cccs/?standard\\_matrix;c=1](http://education.state.nj.us/cccs/?standard_matrix;c=1)

**Visual Arts  
Grade 7  
Scope and Sequence**

<b>Exploratory Cycle</b>	
<p><b>Big Idea: Understanding Art</b></p> <p>I. Aesthetic Reflection</p> <p>a. The student will be able to aesthetically view and reflect upon the subject, the composition and the context of a work of art.</p>	<p><b>Big Idea: Creating Art</b></p> <p>II. Creative Expression and Communication</p> <p>a. The student will be able to apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>
<p><b>Big Idea: Art History</b></p> <p>III. Historical, Cultural, and Social Context</p> <p>a. The student will be able to compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.</p>	<p><b>Big Idea: Art Criticism</b></p> <p>IV. Describing, Analyzing, Responding and Judging Art</p> <p>a. The student will be able to understand the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. They will make judgments about the quality of works of art using appropriate criteria.</p>
<p><b>Big Idea: Art Integration</b></p> <p>V. Connections, Relationships, and Application</p> <p>a. The student will be able to apply their learning of visual art to the study of other arts and disciplines.</p>	

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Understanding Art</b>	
	<b>Subject/Grade Level:</b> <b>Visual Arts</b> <b>Grade 7</b>	<b>Topic</b> Aesthetic Reflection	
		<b>Goal 1:</b> The student will be able to view aesthetically and reflect upon the subject, the composition and the context of a work of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>1.1. define subject view as an image viewers can easily recognize</p> <p>1.2. define composition view as the way principles are used to organize the elements of art</p> <p>1.3. define context view as the message, idea, or feeling expressed by a work of art</p> <p>1.4. implement acquired knowledge on the impact of technology</p> <p><u>Content Standards</u> 1.1. 1.3, 1.4, 1.5</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• If someone gets a different idea or meaning from your picture, does that mean that your art isn't as good?</li> <li>• Does an artwork mean just whatever anyone says or are there right and wrong answers?</li> <li>• Can art made with machines be called art? If a camera or computer makes an artwork, can it be called art?</li> <li>• What are aesthetics and how do they relate to art in a group critique?</li> <li>• How do diverse points of view about artwork shape various perspectives?</li> </ul> <p><b>Enduring Understandings:</b> Students will understand :</p> <ul style="list-style-type: none"> <li>• why people value the arts.</li> <li>• how to reflect on and respect diverse points of view about artworks and artifacts.</li> </ul>	<p><b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Ask clarifying questions to explain diverse viewpoints about selected works of art. (<b>analysis</b>)</li> <li>• Observe various artworks and identify which pieces have met a selected set of criteria. (<b>analysis</b>)</li> <li>• Generate assorted journal entries that include but that are not limited to compare &amp; contrast, description, interpretation, evaluation, and perception. (<b>synthesis</b>)</li> </ul> <p><b>Assessment:</b> Class discussions, Critiques, Research, Oral tests, Written tests, Journals, Logs, Self- Evaluation Strategies, Projects, Peer reviews, Teacher Observations, Dialogue, Rubric, Checklist, Formative and Summative Applications</p> <p><b>Additional Resources:</b> Posters, Videos, Reference Books &amp; Magazines, Guest Speakers, Internet, YouTube, Artsonia, Field trips</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Creating Art</b>	
	<b>Subject/Grade Level:</b>	<b>Topic: Creative Expression and Communication</b>	
	<b>Visual Arts Grade 7</b>	<b>Goal 2: The student will be able to apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.1. creatively express their core of understanding of the basic elements and principles of art by using varied methods and materials</p> <p>2.2. increase skill in the use of familiar media</p> <p>2.3. demonstrate ability to use personal interest, current events, experiences, imagery, media or methods as sources for expanding their artwork.</p> <p>2.4. demonstrate safe and proper use, care, and storage of media, materials, and equipment.</p> <p><u>Content Standards</u> 1.1. 1.2, 1.3, 1.4, 1.5</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do the elements and principles of art guide &amp; establish personal expression when creating art?</li> <li>• Where do artists get their ideas from?</li> <li>• How do visual artists use media to convey ideas?</li> </ul> <p><b>Enduring Understandings:</b> Students will understand :</p> <ul style="list-style-type: none"> <li>• artists often break with established traditions and techniques to express what they see and feel in a different way</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Navigate Artsonia on local, state, national, and international levels. <b>(application)</b></li> <li>• Generate assorted journal entries that include but that are not limited to compare &amp; contrast, description, interpretation, evaluation, and perception. <b>(synthesis)</b></li> <li>• Complete various art projects in different mediums, such as drawing, painting, printmaking, fibers, and mixed media. Examine the artist, artworks, and styles that will enhance their production experiences. <b>(synthesis)</b></li> </ul> <p><b>Assessment:</b> Class discussions, Critiques, Research, Oral tests, Written tests, Journals, Logs, Self- Evaluation Strategies, Projects, Peer reviews, Teacher Observations, Dialogue, Rubric, Checklist, Formative and Summative Applications</p> <p><b>Additional Resources:</b> Posters, Videos, Reference Books &amp; Magazines, Guest Speakers, Internet, YouTube, Artsonia</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <u>Subject/Grade Level:</u> <b>Visual Arts</b> <b>Grade 7</b>	<b>Big Idea: Art History</b>	
		<u>Topic:</u> Historical, Cultural and Social Context	
		<b>Goal 3:</b> The student will be able to compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	3.1. describe why they think an artworks style was replaced by a different style 3.2. describe world events that may have contributed to such changes in artistic representation 3.3. discuss how representations of a group of people, such as Native Americans, have been shown in art 3.4. view and organize artworks from the same historical period and analyze the relationships between them 3.5. list sources of culture in society (i.e. television, museums, shopping malls, movie theatres and the internet)  <u>Content Standards</u> 1.1. 1.2, 1.3, 1.4, 1.5	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does the art of an age say something about its character?</li> <li>How does art reflect, as well as shape culture?</li> <li>What can artworks tell us about a society?</li> </ul> <b>Enduring Understandings:</b> Students will understand that: <ul style="list-style-type: none"> <li>Responding to art history allows them to make connections to different cultures and time periods.</li> <li>The richness in art from another culture influences them as they develop and produce their art.</li> </ul>	<b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b> <b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Generate assorted journal entries that include but that are not limited to compare &amp; contrast, description, interpretation, evaluation, and perception. <b>(synthesis)</b></li> <li>Create a visual product that reflects current, cultural influences.<b>(synthesis)</b></li> </ul> <b>Assessment:</b> Class discussions, Critiques, Research, Oral tests, Written tests, Journals, Logs, Self- Evaluation Strategies, Projects, Peer reviews, Teacher Observations, Dialogue, Rubric, Checklist, Formative and Summative Applications <b>Additional Resources:</b> Posters, Videos, Reference Books & Magazines, Guest Speakers, Internet, YouTube, Artsonia

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <u>Subject/Grade Level:</u> <b>Visual Arts</b> <b>Grade 7</b>	<b>Big Idea: Art Criticism</b>	
		<u>Topic:</u> Describing, Analyzing, Responding and Judging Art	
		<b>Goal 4:</b> The student will be able to understand the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students will make judgments about the quality of works of art using appropriate criteria.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	4.1. identify and define the role of an art critic. 4.2. expand on and use appropriate art vocabulary both in written and oral form. 4.3. identify the elements of art and the principles of design. 4.4. describe how the artwork makes them feel. 4.5. apply criteria in making informed judgments about works of art and defend those judgments.  <u>Content Standards</u> 1.1. 1.3, 1.4, 1.5	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the role of the art critic?</li> <li>• What do I see when I look at this work? i.e. subject</li> <li>• How are the elements and principles of art used? i.e. analyzing</li> <li>• What is the artist saying to me? What moods, feelings or ideas are expressed? i.e. content</li> <li>• Is this work successful? i.e. judging</li> </ul> <b>Enduring Understandings:</b> Students will understand that: <ul style="list-style-type: none"> <li>• the importance of the use of the elements and principles of art in critiquing.</li> <li>• the importance of identifying and an analyzing symbolism in their artwork.</li> </ul>	<b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i> <b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b> <b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Orally critique and discuss artistic thought and reasoning about an artwork at any given state with the use of appropriate art vocabulary. (<i>evaluation</i>)</li> <li>• Generate assorted journal entries that include but that are not limited to compare &amp; contrast, description, interpretation, evaluation, and perception. (<i>synthesis</i>)</li> </ul> <b>Assessment:</b> Class discussions, Critiques, Research, Oral tests, Written tests, Journals, Logs, Self- Evaluation Strategies, Projects, Peer reviews, Teacher Observations, Dialogue, Rubric, Checklist, Formative and Summative Applications <b>Additional Resources:</b> Posters, Videos, Reference Books & Magazines, Guest Speakers, Internet, YouTube, Artsonia, Field trips

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Art Integration</b>	
	<b>Subject/Grade Level:</b> <b>Visual Arts</b> <b>Grade 7</b>	<b>Topic: Connections, Relationships and Application</b>	
		<b>Goal 5: The student will be able to apply their learning of visual art to the study of other art forms and disciplines outside the arts. Students will describe the relationships between and among concepts and ideas that are common across subjects in the curriculum.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>5.1. recognize a variety of art-related professions and careers in our society.</p> <p>5.2. appreciate how art experiences affect daily life and identify opportunities for involvement in art.</p> <p>5.3. research and recite a short description of an exciting art-related career and some fun interesting facts related to that career.</p> <p>5.4. respond to assigned open-ended questions with meaningful answers.</p> <p>5.5. show-n-tell the documentation of your action.</p> <p>5.6. conduct an interview of a selected artistic professional in the assigned career field.</p> <p><u>Content Standards</u> 1.1. 1.2, 1.3, 1.4, 1.5</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What careers are their in the art field?</li> <li>• When you are older, how will you ever use anything like what you did in art this year?</li> <li>• Did we do anything that helped you to learn about science, art, or math?</li> <li>• Outside of school, did you talk with anybody about art ideas? What was the discussion about?</li> </ul> <p><b>Enduring Understandings:</b> Students will understand:</p> <ul style="list-style-type: none"> <li>• that integrated studies brings together many disciplines.</li> <li>• that art affects and offers insight into daily lives of all individuals.</li> <li>• there are parameters of several art-related professions.</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Develop a spreadsheet that illustrates various art related careers. The spreadsheet should be descriptive and cover topics that include: required schooling, income range, job requirements, and skills needed. <b>(comprehension)</b></li> <li>• Generate assorted journal entries at include but that are not limited to compare &amp; contrast, description, interpretation, evaluation, and perception. <b>(synthesis)</b></li> <li>• Evaluate and identify people, places and things as they relate to their careers and/or artistic significance. Include visual items such as power point presentation, posters, models, guest speakers, and handouts.<b>(evaluation)</b></li> </ul> <p><b>Assessment:</b> Class discussions, Critiques, Research, Oral tests, Written tests, Journals, Logs, Self- Evaluation Strategies, Projects, Peer reviews, Teacher Observations, Dialogue, Rubric, Checklist, Formative and Summative Applications</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Art Integration</b>	
	<b><u>Subject/Grade Level:</u></b> <b>Visual Arts</b> <b>Grade 7</b>	<b><u>Topic:</u> Connections, Relationships and Application</b>	
		<b><u>Goal 5:</u> The student will be able to apply their learning of visual art to the study of other art forms and disciplines outside the arts. Students will describe the relationships between and among concepts and ideas that are common across subjects in the curriculum.</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings,</b> <b>Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
			<b>Additional Resources:</b> Posters, Videos, Reference Books & Magazines, Guest Speakers, Internet, YouTube, Artsonia

## **Visual Arts**

### **Grade 7**

#### **COURSE BENCHMARKS**

1. The student will be able to aesthetically view and reflect upon the subject, the composition and the context of a work of art.
2. The student will be able to apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
3. The student will be able to compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.
4. The student will be able to understand the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students will make judgments about the quality of works of art using appropriate criteria
5. The student will be able to apply their learning of visual art to the study of other art forms and disciplines outside the arts. Students will describe the relationships between and among concepts and ideas that are common across subjects in the curriculum.