

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Studio Visual Arts

Curriculum

Grades 6-8



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

STUDIO VISUAL ARTS

GRADES 6-8

CURRICULUM

Table of Contents

Acknowledgements.....	<i>i</i>
District Mission Statement.....	<i>ii</i>
District Educational Outcome Goals.....	<i>iii</i>
Course Description	<i>iv</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
Social Emotional Learning Competencies	1
Pacing Guide	2
Unit 1: What is Art?	3
Unit 2: Elements & Principles	13
Unit 3: Mastery of Technique	23
Unit 4: Media Arts	33
Accommodations and Modifications	43

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Studio Visual Arts

Grades 6-8

Acknowledgements

The Studio Visual Arts Curriculum for grades 6-8 was developed for Neptune Middle School through the dedicated efforts of Mary Ellen Kacsmar and Gina Serritella, Middle School Art Teachers, with the guidance of the district's curriculum steering committee members including Karen J. Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum was written in alignment with the New Jersey Student Learning Standards for Visual and Performing Arts (2020), and the National Core Arts Standards (2014). This guide promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills. It is our hope that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. Also, it is our hope that this is a guide to support and advance the Visual & Performing Arts in our school district.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

STUDIO VISUAL ARTS GRADES 6-8

COURSE DESCRIPTIONS

All studio art courses focus on four spiraling units of study aligned to the New Jersey Student Learning Standards for Visual and Performing Arts and National Core Arts Standards.

Studio Art - Studio Arts is a one marking period elective designed for middle school students to explore the fundamentals of Visual Arts. Students will explore a variety of techniques and their application through project-based learning. Students will examine visual art from a variety of cultures and communities, gaining an understanding of how visual art has impacted our modern day society. Students will utilize technology, where appropriate, and gain an introduction to various elements of media arts.

Honors Studio Art- Honors Studio Arts is a one marking period elective designed for middle school students to explore the Visual Arts at an honors level. Students who are taking this honor level course will be expected to cover more content at an accelerated pace; in addition, students will be expected to use research skills and explore historically relevant artists. Students will engage, in depth, with a variety of art media and begin creating a digital portfolio. Prerequisites: student interest, teacher recommendation, and portfolio submission

2D Studio Mixed Media- Two-Dimensional Studio Mixed Media is a one marking period elective designed for middle school students to explore the two-dimensional possibilities through visual and media arts. Students will investigate a wide variety of materials and approaches, which may include drawing, painting, image transfers, collage, media, and papermaking. Students will examine art by professional artists and characteristics and influences of 2D mixed media art movements.

3D Studio Art - Three-Dimensional Studio Art is a one marking period elective designed for middle school students to explore 3D visual art that incorporates hands-on activities. Students learn to translate their 2D skills into 3D forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to wire, wood, clay, papier-mâché, 3-D printing and found objects. The student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context. Students focus on safety procedures for process, media, and techniques. Students will examine sculptural visual art from a variety of cultures and communities, gaining an understanding of how three dimensional visual art has impacted our modern day society.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document.

Additional Resources: <https://selarts.org/>

Self-Awareness

- | | |
|---|--|
| x | Recognize one's own feelings and thoughts |
| x | Recognize the impact of one's feelings and thoughts on one's own behavior |
| x | Recognize one's personal traits, strengths and limitations |
| x | Recognize the importance of self-confidence in handling daily tasks and challenges |

Self-Management

- | | |
|---|--|
| x | Understand and practice strategies for managing one's own emotions, thoughts and behaviors |
| x | Recognize the skills needed to establish and achieve personal and educational goals |
| x | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |

Social Awareness

- | | |
|---|---|
| x | Recognize and identify the thoughts, feelings, and perspectives of others |
| x | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds |
| x | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| | Demonstrate an awareness of the expectations for social interactions in a variety of setting |

Responsible Decision Making

- | | |
|---|--|
| x | Develop, implement and model effective problem solving and critical thinking skill |
| x | Identify the consequences associated with one's action in order to make constructive choices |
| | Evaluate personal, ethical, safety and civic impact of decisions |

Relationship Skills

- | | |
|---|---|
| x | Establish and maintain healthy relationships |
| x | Utilize positive communication and social skills to interact effectively with others |
| x | Identify ways to resist inappropriate social pressure |
| | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways |
| | Identify who, when, where, or how to seek help for oneself or others when needed |

Pacing Guide

All units are interwoven, and taught in a spiral fashion. Lessons are project-based and will be crafted with the aim of meeting appropriate standards, and with student interest as a focus.

Approximate amount of lesson time spent focusing on Units	
What is Art?	25%
Elements & Principles of Visual Art	25%
Mastery of Technique	25%
Media Arts	25%

- Teachers will address the four artistic strands: Creating, Presenting/Producing, and Responding, and Connecting. By addressing these strands the student will connect to their artwork and the process to create art.
- Teachers design the project, choosing specific visual and media standards, elements of art, and principles of design which to focus on.
- Teachers will plan four to five projects
- Teachers will explain specific artistic concepts to students, including a demonstration.
- Teachers will practice the artistic technique and use the technique in creating the artistic work.
- Students and teachers will critique and respond to artistic work.
- Revisions may be made, based on critique.
- Teachers will work with students to present work to the school community.

Unit Plan Title	Unit 1: What is Art?
Time Frame	2-3 projects (approximately 2 weeks)

Overview / Rationale
Students will explore visual art in a variety of cultures. During this unit, students will both explore art from around the world, in addition to replicating how specific elements and principles of visual art are used in different cultures. Students and teachers will have the ability to explore cultures that are meaningful to them, or may be part of a larger unit with other content areas.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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; ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>New Jersey Student Learning Standards for Visual and Performing Arts (2020): 1.2 Media Arts Standards and 1.5 Visual Arts Standards by the end of Grade 8 Artistic Process: CREATING Anchor Standard 1: Generating and conceptualizing ideas. Practice: Explore Performance Expectations: 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.(Media Arts) 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>Anchor Standard 2: Organizing and developing ideas. Practice: Investigate Performance Expectations:</p>

- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. (Media Arts)
- 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 3: Refining and completing products.

Practice: Reflect, Refine, Continue

Performance Expectations:

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. (Media Arts)
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Artistic Process: PRESENTING and PRODUCING

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Analyze

Performance Expectations:

- 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). (Media Arts)
- 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.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Select

Performance Expectations:

- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks. (Media Arts)
- 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.

Practice: Share

Performance Expectations:

- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Artistic Process: RESPONDING**Anchor Standard 7: Perceiving and analyzing products.****Practice:** Perceive**Performance Expectations:**

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

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. (Media Arts)

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 8: Interpreting intent and meaning.**Practice:** Interpret**Performance Expectations:**

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. (Media Arts)

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.**Practice:** Analyze**Performance Expectations:**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. (Media Arts)

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.

Artistic Process: CONNECTING**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.****Practice:** Synthesize**Performance Expectations:**

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. (Media Arts)

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. (Media Arts)

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

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). (Media Arts)

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). (Media Arts)

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.

Essential Questions:

- How do media artists generate ideas and formulate artistic intent?
- How does collaboration expand and affect the creative process?
- How can creative risks be encouraged?
- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?

Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- 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.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and

<ul style="list-style-type: none"> • Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? • What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? • What criteria, methods and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts and artworks, and select them for presentation? • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • How do visual arts influence our views of the world? • How and why might criteria vary? 	<p>artworks for preservation and presentation.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
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<ul style="list-style-type: none"> ● How is a personal preference different from an evaluation? ● How does engaging in creating art enrich people's lives? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? 	
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> ● the influences of cultural differences that lead to different forms of artistic expression. ● major visual art contributions by various cultures and communities. ● technology has, and will continue, to impact the creation of visual art across various cultures and communities. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● utilize online resources for art research. ● identify common artistic characteristics across cultures. ● create original work based on artistic traditions of different cultures. ● reflect on and self-assess their work. ● share work and engage in positive critique with each other.

Career Readiness, Life Literacies, and Key Skills (2020)
Financial Literacy 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions. Career awareness, Exploration, Preparation and Training 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors Budget and Planning 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Making Connections to Careers
Ask students what they think is involved in these art-related jobs/careers and supplement their answers. The goal is to make content connections to the real world in the field of art. Teachers can feel free to add/modify the list. <ul style="list-style-type: none"> ● Teacher- a person who helps others acquire knowledge ● Professor- a teacher in a college or university ● Photographer- a person who takes photographs ● Sculptor-a person who is a highly creative fine artist who develops ideas for sculptures or statues

- **Graphic Designer**- a professional within the graphic design and graphic arts industry who assembles together images, typography, or motion graphics to create a piece of design
- **Interior Designer** - the art or process of designing the interior decoration of a room or building.
- **Animator** - a person who makes animated films.
- **Architect**- a person who plans, designs and oversees the construction of buildings
- **Art Therapist**- a mental health professional that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of people at all ages.
- **Art Curator**- a person who acquires, collects, and catalogs works of art, as well as ensuring their overall care.
- **Illustrator**-an artist who specializes in enhancing writing or elucidating concepts by providing a visual representation that corresponds to the content or idea.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

Key Ideas and Details -NJSLS.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards in Math (2020)

6.G.A. -Solve Real-World and Mathematical problems involving area surface area and volume.

Computer Science and Design Thinking (2020)

Impacts of Computing

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

Engineering Design

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

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.

Effects of Technology on the Natural World

8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

Student Resources**Texts**

Scholastic Art Magazine (copies)

Various readings related to visual art history in multicultural settings.

Supporting Materials

Appropriate Visual Art Supplies at the discretion of the instructor with the approval of administration. These supplies may include paints, brushes, pencils, and other 2D and 3D visual and media arts materials.

Teacher Resources**Texts**

Scholastic Art Magazine

Teacher created handouts

Achieve 3000 articles

Technology

Google Applications for Education

Color Printer

3D Printer

Appropriate web-based videos regarding various Visual and Media Art techniques.

Websites

www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artsednow.com

www.metmuseum.org

www.artsandculture.google.com

www.edpuzzle.com

Stage 2 – Assessment Evidence**Pre-Assessments:**

- Sketchbooks

Formative:

- Aesthetic analysis responses
- Online Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created rubrics
https://drive.google.com/file/d/17McBoftGNaYY_c2LgpGq-nchmazrAwu5/view?usp=sharing

Performance Task(s):

- Use of various visual art techniques
- Literary blog responses
- Self-Critiques
- Completion of final projects, that reflect a specific learning objective
- Creation of various 2-d and 3-d art projects, using the style of various global cultures and communities.

Stage 3 – Learning Plan

Instructional Strategies: The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

Creating: • Explore • Investigate • Reflect, Refine, Continue

Performing: • Select • Analyze • Share

Responding: • Perceive • Analyze • Interpret

Connecting: • Synthesize • Relate

Media Art Practices:

Creating: • Conceive • Develop • Construct

Performing: • Integrate • Practice • Present

Responding: • Perceive • Evaluate • Interpret

Connecting: • Synthesize • Relate

Diversity of Artists: Include discussions and introduction of important voices, topics, and artworks such as: Faith Ringold, Gianni Versace, Alexander McQueen, Hedwig Strnad, Keith Haring; Andy Warhol; Robert Rauschenberg; Hale Woodruff, Krumau - Crescent of Houses (The Small City V), by Egon Schiele, 1915. Looted art from the Holocaust, now in the Israel Museum, Jerusalem; Terezin, by Norbert Troller, 1943 (Center for Jewish History, Leo Baeck Institute, New York); Sternenfall, by Anselm Kiefer, 1998 (MAXXI National Museum of XXI Century Arts)

Art and Activism are a powerful combination: Merging art and activism has the power to transform people's relationships with the world around them. Discussion and introduction of works of art that create a social impact by artists from various cultures, races and communities such as Andy Warhol, Chuck Close, Keith Haring, Frida Kahlo, Kehinde Wiley, Mickalene Thomas, Lisa Congdon, Rachelle Lee Smith, Jason Garcia, Lois Bielefeld, and Bill Shannon.

Art and Climate Change: Engage students in the creation and presentation of artwork exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems). When

possible, use recycled materials to create and discuss how students can help the environment in regards to climate change.

Suggested Learning Activities by Course for Unit 1- What is Art?

Studio Art

Map the Influence: Create a short documentary for a presentation that highlights the characteristics and influences of Arts major movements.

Is this Art?: Students will hypothesize that a particular piece is/is not a work of art. They will begin to formulate their definition of art in order to establish their evaluation criteria. Their definitions of art will be revised as they are exposed to new types of art.

What do we have in Common: Identification of the use of Elements and Principles across culture.

Honors Studio Art

Virtual Art Gallery: Students will research an artist or art period and create a virtual gallery to display and create audio that analyzes and discusses the period and style. Such as: Romero Britto, Chuck Close, Salvador Dali, Keith Haring, Frida Kahlo, Claude Monet, Edvard Munch, Louise Nevelson, Georgia O'keeffe, Pablo Picasso, Wayne Theibaud, Vincent Van Gogh, Andy Warhol

2D Studio Mixed Media

Map the Influence: Students will create Google Slides that highlight the characteristics and influences of 2D mixed media art movements.

Cultural Collage: Students will create a collage based on different 2D mixed media artists.

In the Mix: Students will use multiple art mediums to create artworks based on different art movements.

3D Studio Art

Is this Art?: Students will hypothesize that a particular piece is/is not a work of art. They will begin to formulate their definition of art in order to establish their evaluation criteria. Their definitions of art will be revised as they are exposed to new types of a

Visual Art that Shines: Analysis of 3-D Visual Art that has impact and why. Students will engage in a discussion about various artwork from multiple genres. Students will critique art based on quality, subject matter, and purpose. Students will establish their own personal definition for art.

My Art, My Voice: Creation of 3-D Art, with the student's personal artistic style, that has an impact.

Say it as three-dimensional: Exploration of three-dimensional work to create effects such as realism, abstract expressionism, form, negative space, etc. Mediums to explore might include wire, paper mache, clay, plaster, recycled materials, paper, etc.

Round the Globe: Creation of original work using techniques and materials from different cultures.

Our Fragile Earth: Cross curriculum opportunity creating Sculpture Art using recycled materials.

Unit Plan Title	Unit 2: Elements & Principles
Time Frame	2-3 projects (approximately 2 weeks)

Overview / Rationale
Students will explore the use of the elements and principles of visual art during this unit. By the end of this unit, students will have an understanding for these, and understand how they make for stronger visual artists. These include Elements: line, shape, form, value, space, color, and texture; Principles: Rhythm, balance, emphasis, proportion, gradation, harmony, variety, and movement. Teachers will choose specific elements and principles based on the project, theme, and grade level.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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; • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>New Jersey Student Learning Standards for Visual and Performing Arts (2020): 1.2 Media Arts Standards and 1.5 Visual Arts Standards by the end of Grade 8 Artistic Process: CREATING Anchor Standard 1: Generating and conceptualizing ideas. Practice: Explore Performance Expectations: 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.(Media Arts) 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p>

Practice: Investigate

Performance Expectations:

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. (Media Arts)

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 3: Refining and completing products.

Practice: Reflect, Refine, Continue

Performance Expectations:

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. (Media Arts)

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Artistic Process: PRESENTING and PRODUCING

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Analyze

Performance Expectations:

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 theater). (Media Arts)

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.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Select

Performance Expectations:

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks. (Media Arts)

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.

Practice: Share

Performance Expectations:

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Artistic Process: RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

Practice: Perceive

Performance Expectations:

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

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. (Media Arts)

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 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:

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. (Media Arts)

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.

Practice: Analyze

Performance Expectations:

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. (Media Arts)

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.

Artistic Process: CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:

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. (Media Arts)

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. (Media Arts)

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

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). (Media Arts)

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). (Media Arts)

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.

Essential Questions:

- How do media artists generate ideas and formulate artistic intent?
- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do media artists generate ideas and formulate artistic intent?
- How does collaboration expand and affect the creative process?
- How can creative risks be encouraged?
- How do media artists use various tools and techniques?
- How do we analyze and react to media artworks?

Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
- Visual arts influences understanding of and responses to the world.

<ul style="list-style-type: none"> • How are artworks cared for and by whom? • What methods and processes are considered when preparing artwork for presentation or preservation? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • How is a personal preference different from an evaluation? • How does engaging in creating art enrich people's lives? • How does art preserve aspects of life? 	<ul style="list-style-type: none"> • People gain insights into meanings of artworks by engaging in the process of art criticism • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. .
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • the Elements of Design (Line, Shape, Form, Space, Color, Value, Texture). • the Principles of Design (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm). • using both elements & principles will create successful pieces of visual art. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • collect images demonstrating knowledge of each of the Elements and Principles of Design. • create effective compositions because of their knowledge of the Elements & Principles. • create original work reflecting this knowledge of elements & design • share work and engage in positive critique with each other. • reflect on and self-assess their work.

Career Readiness, Life Literacies, and Key Skills (2020)
<p>Financial Literacy 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p> <p>Career awareness, Exploration, Preparation and Training 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors</p> <p>Budget and Planning 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</p>

Making Connections to Careers

Ask students what they think is involved in these art-related jobs/careers and supplement their answers. The goal is to make content connections to the real world in the field of art. Teachers can feel free to add/modify the list.

- **Teacher**- a person who helps others acquire knowledge
- **Professor**- a teacher in a college or university
- **Photographer**- a person who takes photographs
- **Sculptor**-a person who is a highly creative fine artist who develops ideas for sculptures or statues
- **Graphic Designer**- a professional within the graphic design and graphic arts industry who assembles together images, typography, or motion graphics to create a piece of design
- **Interior Designer** - the art or process of designing the interior decoration of a room or building.
- **Animator** - a person who makes animated films.
- **Architect**- a person who plans, designs and oversees the construction of buildings
- **Art Therapist**- a mental health professional that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of people at all ages.
- **Art Curator**- a person who acquires, collects, and catalogs works of art, as well as ensuring their overall care.
- **Illustrator**-an artist who specializes in enhancing writing or elucidating concepts by providing a visual representation that corresponds to the content or idea

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

Key Ideas and Details -NJSL.S.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSL.SA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards in Math (2020)

6.G.A. -Solve Real-World and Mathematical problems involving area surface area and volume.

Computer Science and Design Thinking (2020)

Impacts of Computing

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

Engineering Design

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

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.

Effects of Technology on the Natural World

8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

Student Resources

Texts

Scholastic Art Magazine (copies)

Various readings related to visual art history in multicultural settings.

Supporting Materials

Appropriate Visual Art Supplies at the discretion of the instructor with the approval of administration. These supplies may include paints, brushes, pencils, and other 2D and 3D visual and media arts materials.

Teacher Resources

Texts

Scholastic Art Magazine

Teacher created handouts

Achieve 3000 articles

Technology

Google Applications for Education

Color Printer

3D Printer

Appropriate web-based videos regarding various Visual and Media Art techniques.

Websites

www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artsednow.com

www.metmuseum.org

www.artsandculture.google.com

www.edpuzzle.com

Stage 2 – Assessment Evidence

Pre Assessments:

- Sketchbooks

Formative:

- Aesthetic analysis responses
- Online Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created rubrics
https://drive.google.com/file/d/17McBoftGNaYY_c2LgpGq-nchmazrAwu5/view?usp=sharing

Performance Task(s):

- Use of various Visual Art and Media Art techniques
- Literary blog responses
- Self-Critiques
- Completion of final projects, that reflect a specific learning objective

Stage 3 – Learning Plan

Instructional Strategies: The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

Creating: ● Explore ● Investigate ● Reflect, Refine, Continue

Performing: ● Select ● Analyze ● Share

Responding: ● Perceive ● Analyze ● Interpret

Connecting: ● Synthesize ● Relate

Media Art Practices:

Creating: ● Conceive ● Develop ● Construct

Performing: ● Integrate ● Practice ● Present

Responding: ● Perceive ● Evaluate ● Interpret

Connecting: ● Synthesize ● Relate

Diversity of Artists: Include discussions and introduction of important voices, topics, and artworks such as: Faith Ringold, Gianni Versace, Alexander McQueen, Hedwig Strnad, Keith Haring; Andy Warhol; Robert Rauschenberg; Hale Woodruff, Krumau - Crescent of Houses (The Small City V), by Egon Schiele, 1915. Looted art from the Holocaust, now in the Israel Museum, Jerusalem; Terezin, by Norbert Troller, 1943 (Center for Jewish History, Leo Baeck Institute, New York); Sternenfall, by Anselm Kiefer, 1998 (MAXXI National Museum of XXI Century Arts)

Art and Activism are a powerful combination: Merging art and activism has the power to transform people's relationships with the world around them. Discussion and introduction of works of art that create a social impact by artists from various cultures, races and communities such as Andy Warhol, Chuck Close, Keith Haring, Frida Kahlo, Kehinde Wiley, Mickalene Thomas, Lisa Congdon, Rachelle Lee Smith, Jason Garcia, Lois Bielefeld, and Bill Shannon.

Art and Climate Change: Engage students in the creation and presentation of artwork exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems). When possible, use recycled materials to create and discuss how students can help the environment in regards to climate change.

Suggested Learning Activities by Course for Unit 2- Elements and Principles:

Studio Art

What is a design element? Learning about elements (Line, Shape, Form, Space, Color, Value, Texture) and capturing them in visual art.

What is a design principle? Learning about principles (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm) and capturing them in visual art.

Using specific elements & principles: Creating works of visual art, using specific elements & principles of art in the pieces.

What do we have in Common? Identification of the use of Elements and Principles across culture.

Studio Honors Art

Creative Color Wheel Students will create a color wheel that is in the form of something other than a circle and sketch the image in their sketchbooks. They will then use the three primary colors to completely fill in their creative color wheel. This will continue to help them develop the skill of color mixing.

Elements and Principles Realistic Drawing/Painting Realistic drawing/painting project where students are required to show and share the use of line, shape, color, value, texture, contrast, balance, proportion, and harmony through the creation of a unique piece of art.

2D Studio Mixed Media:

What is a 2D design element? Learning about elements (Line, Shape, Form, Space, Color, Value, Texture) and capturing them in 2D mixed media.

What is a 2D design principle? Learning about principles (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm) and capturing them in 2D mixed media.

Using specific elements & principles in 2D Art: Creating works of 2D mixed media, using specific elements & principles of art in the pieces.

What do we have in Common in 2D Art?: Identification of the use of Elements and Principles across culture.

3D Studio Art

What is a 3D design element? Learning about elements (Line, Shape, Form, Space, Color, Value, Texture) and capturing them in 3D form.

What is a 3D design principle? Learning about principles (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm) and capturing them in 3D form..

Using specific elements & principles in 3D Art: Creating 3D art works, using specific elements & principles of art in the pieces.

What do we have in Common 3D Art?: Identification of the use of Elements and Principles across culture.

Unit Plan Title	Unit 3: Mastery of Technique
Time Frame	2-3 projects (approximately 2 weeks)

Overview / Rationale
During this unit, students will explore different materials and techniques to create visual art. The techniques will include a variety of styles, and mediums, based on student interest, and need for the specific project. Students will use a variety of tools in order to create successful projects. These tools may also include the most recent technology and appropriate software.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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; ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>New Jersey Student Learning Standards for Visual and Performing Arts (2020): 1.2 Media Arts Standards and 1.5 Visual Arts Standards by the end of Grade 8 Artistic Process: CREATING Anchor Standard 1: Generating and conceptualizing ideas. Practice: Explore Performance Expectations: 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.(Media Arts) 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>Anchor Standard 2: Organizing and developing ideas. Practice: Investigate Performance Expectations:</p>

- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. (Media Arts)
- 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 3: Refining and completing products.

Practice: Reflect, Refine, Continue

Performance Expectations:

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. (Media Arts)
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Artistic Process: PRESENTING and PRODUCING

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Analyze

Performance Expectations:

- 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 theater). (Media Arts)
- 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.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Select

Performance Expectations:

- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks. (Media Arts)
- 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.

Practice: Share

Performance Expectations:

- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Artistic Process: RESPONDING**Anchor Standard 7: Perceiving and analyzing products.****Practice:** Perceive**Performance Expectations:**

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

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. (Media Arts)

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 8: Interpreting intent and meaning.**Practice:** Interpret**Performance Expectations:**

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. (Media Arts)

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.**Practice:** Analyze**Performance Expectations:**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. (Media Arts)

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.

Artistic Process: CONNECTING**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.****Practice:** Synthesize**Performance Expectations:**

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. (Media Arts)

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. (Media Arts)

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

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). (Media Arts)

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). (Media Arts)

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.

Essential Questions:

- How do media artists generate ideas and formulate artistic intent?
- How does collaboration expand and affect the creative process?
- How can creative risks be encouraged?
- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?

Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- 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.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and

<ul style="list-style-type: none"> • Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? • What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? • What criteria, methods and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts and artworks, and select them for presentation? • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • How do visual arts influence our views of the world? • How and why might criteria vary? 	<p>artworks for preservation and presentation.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
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<ul style="list-style-type: none"> • How is a personal preference different from an evaluation? • How does engaging in creating art enrich people's lives? • How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? 	
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> • the feeling of successfully exploring and using a variety of mediums. • the advantages and disadvantages of different mediums to express their art. • how to use technology to enhance pieces of visual and media art. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • create original art in a variety of mediums and techniques. • demonstrate knowledge of success in selected mediums and techniques. • select mediums and techniques to fit the desired impact of art. • share work and engage in positive critique with each other. • reflect on and self-assess their work.

Career Readiness, Life Literacies, and Key Skills (2020)
Financial Literacy 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions. Career awareness, Exploration, Preparation and Training 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors Budget and Planning 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Making Connections to Careers
Ask students what they think is involved in these art-related jobs/careers and supplement their answers. The goal is to make content connections to the real world in the field of art. Teachers can feel free to add/modify the list. <ul style="list-style-type: none"> • Teacher- a person who helps others acquire knowledge • Professor- a teacher in a college or university • Photographer- a person who takes photographs • Sculptor-a person who is a highly creative fine artist who develops ideas for sculptures or statues

- **Graphic Designer**- a professional within the graphic design and graphic arts industry who assembles together images, typography, or motion graphics to create a piece of design
- **Interior Designer** - the art or process of designing the interior decoration of a room or building.
- **Animator** - a person who makes animated films.
- **Architect**- a person who plans, designs and oversees the construction of buildings
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- **Art Curator**- a person who acquires, collects, and catalogs works of art, as well as ensuring their overall care.
- **Illustrator**-an artist who specializes in enhancing writing or elucidating concepts by providing a visual representation that corresponds to the content or idea.

Interdisciplinary Connections

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Key Ideas and Details -NJSLS.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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6.G.A. -Solve Real-World and Mathematical problems involving area surface area and volume.

Computer Science and Design Thinking (2020)

Impacts of Computing

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

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8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

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.

Effects of Technology on the Natural World

8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

Student Resources**Texts**

Scholastic Art Magazine (copies)

Various readings related to visual art history in multicultural settings.

Supporting Materials

Appropriate Visual Art Supplies at the discretion of the instructor with the approval of administration. These supplies may include paints, brushes, pencils, and other 2D and 3D visual and media arts materials.

Teacher Resources**Texts**

Scholastic Art Magazine

Teacher created handouts

Achieve 3000 articles

Technology

Google Applications for Education

Color Printer

3D Printer

Appropriate web-based videos regarding various Visual and Media Art techniques.

Websites

www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artsednow.com

www.metmuseum.org

www.artsandculture.google.com

www.edpuzzle.com

Stage 2 – Assessment Evidence**Pre-Assessments:**

- Sketchbooks

Formative:

- Aesthetic analysis responses
- Online Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created rubrics

Performance Task(s):

- Use of various visual art and media art techniques
- Literary blog responses
- Self-Critiques
- Completion of final projects, that reflect a specific learning objective
- Creation of various 2-d and 3-d art projects, using the style of various global cultures and communities.

Stage 3 – Learning Plan

Instructional Strategies: The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

Creating: • Explore • Investigate • Reflect, Refine, Continue

Performing: • Select • Analyze • Share

Responding: • Perceive • Analyze • Interpret

Connecting: • Synthesize • Relate

Media Art Practices:

Creating: • Conceive • Develop • Construct

Performing: • Integrate • Practice • Present

Responding: • Perceive • Evaluate • Interpret

Connecting: • Synthesize • Relate

Diversity of Artists: Include discussions and introduction of important voices, topics, and artworks such as: Faith Ringold, Gianni Versace, Alexander McQueen, Hedwig Strnad, Keith Haring; Andy Warhol; Robert Rauschenberg; Hale Woodruff, Krumau - Crescent of Houses (The Small City V), by Egon Schiele, 1915. Looted art from the Holocaust, now in the Israel Museum, Jerusalem; Terezin, by Norbert Troller, 1943 (Center for Jewish History, Leo Baeck Institute, New York); Sternenfall, by Anselm Kiefer, 1998 (MAXXI National Museum of XXI Century Arts)

Art and Activism are a powerful combination: Merging art and activism has the power to transform people's relationships with the world around them. Discussion and introduction of works of art that create a social impact by artists from various cultures, races and communities such as Andy Warhol, Chuck Close, Keith Haring, Frida Kahlo, Kehinde Wiley, Mickalene Thomas, Lisa Congdon, Rachelle Lee Smith, Jason Garcia, Lois Bielefeld, and Bill Shannon.

Art and Climate Change: Engage students in the creation and presentation of artwork exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems). When possible, use recycled materials to create and discuss how students can help the environment in regards to climate change.

Suggested Learning Activities by Course for Unit 3- Mastery of Technique:

Studio Art

A Rainbow of Colors: Demonstration of different mediums to explore color theory, mixing and color effects.

Our Fragile Earth: Cross curriculum opportunity creating Art using recycled materials.

What do we have in Common: Identification of the use of Elements and Principles across culture.

Honors Studio Art

Round the Globe: Students will explore art techniques and materials from different cultures and choose one culture to create an original work using techniques and materials from that culture.

2D Studio Mixed Media

Say it as two-dimensional: Exploration of two-dimensional work to create effects such as realism, abstract expressionism, negative space, etc. Mediums to explore might include pencil, Charcoal. Watercolor, oil pastel, chalk pastel, digital mediums, tempera and acrylic paint, ink, paper, etc

My Art, My Voice: Creation of visual art, with the student's personal artistic style, that has an impact.

3D Studio Art

The World Three-Dimensional: Creation of original work in three dimensions using materials such as clay, wire, foams, paper, paper mache.

Sketchbooks in the Art Classroom: Students will use a sketchbook throughout the unit to explore, investigate, create. Provide engaging assignments and prompts that they can connect to, and through it, create a resource for developing their skills and creativity.

Unit Plan Title	Unit 4: Media Arts
Time Frame	2-3 projects (approximately 2 weeks)

Overview / RationaleHow Technology Interacts with Visual Art
Students will explore how visual and media art interacts with technology. During the unit, students will utilize technology to create visual art, and gain an introduction into the Media Arts. Students may explore areas such as digital graphics and digital photography, based on student interest.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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; ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>New Jersey Student Learning Standards for Visual and Performing Arts (2020): 1.2 Media Arts Standards and 1.5 Visual Arts Standards by the end of Grade 8 Artistic Process: CREATING Anchor Standard 1: Generating and conceptualizing ideas. Practice: Explore Performance Expectations: 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.(Media Arts) 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>Anchor Standard 2: Organizing and developing ideas. Practice: Investigate Performance Expectations:</p>

- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. (Media Arts)
- 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 3: Refining and completing products.

Practice: Reflect, Refine, Continue

Performance Expectations:

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. (Media Arts)
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Artistic Process: PRESENTING and PRODUCING

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Analyze

Performance Expectations:

- 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 theater). (Media Arts)
- 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.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Select

Performance Expectations:

- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks. (Media Arts)
- 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.

Practice: Share

Performance Expectations:

- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Artistic Process: RESPONDING**Anchor Standard 7: Perceiving and analyzing products.****Practice:** Perceive**Performance Expectations:**

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

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. (Media Arts)

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 8: Interpreting intent and meaning.**Practice:** Interpret**Performance Expectations:**

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. (Media Arts)

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.**Practice:** Analyze**Performance Expectations:**

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. (Media Arts)

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.

Artistic Process: CONNECTING**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.****Practice:** Synthesize**Performance Expectations:**

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. (Media Arts)

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. (Media Arts)

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:

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). (Media Arts)

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). (Media Arts)

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.

Essential Questions:

- How do media artists generate ideas and formulate artistic intent?
- How does collaboration expand and affect the creative process?
- How can creative risks be encouraged?
- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?

Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- 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.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and

<ul style="list-style-type: none"> • Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? • What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? • What criteria, methods and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts and artworks, and select them for presentation? • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • How do visual arts influence our views of the world? • How and why might criteria vary? 	<p>artworks for preservation and presentation.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
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<ul style="list-style-type: none"> • How is a personal preference different from an evaluation? • How does engaging in creating art enrich people's lives? • How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? 	
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> • the impact of technology on visual and media art. • the impact of the media arts on the art world. • how to use specific technology-based tools to create visual and media art. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • share their art with friends, family and community through the internet. • leverage art creation through available school and personal technology. • hypothesize where art might go with the advancement of technology. • share work and engage in positive critique with each other.

Career Readiness, Life Literacies, and Key Skills (2020)

Financial Literacy

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

Career awareness, Exploration, Preparation and Training

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

Budget and Planning

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

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Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> ● Sketchbooks <p>Formative:</p> <ul style="list-style-type: none"> ● Aesthetic analysis responses ● Online Classroom response questions ● Collaborative learning activities ● Feedback sessions ● Class critique ● Notebooks ● Do now activities ● Quizzes <p>Summative:</p> <ul style="list-style-type: none"> ● Department created rubrics https://drive.google.com/file/d/17McBoftGNaYY_c2LgpGq-nchmazrAwu5/view?usp=sharing

Performance Task(s):

- Use of various visual art and media art techniques
- Literary blog responses
- Self-Critiques
- Completion of final projects, that reflect a specific learning objective
- Creation of various 2-d and 3-d art projects, using the style of various global cultures and communities.

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Instructional Strategies: The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

Creating: ● Explore ● Investigate ● Reflect, Refine, Continue

Performing: ● Select ● Analyze ● Share

Responding: ● Perceive ● Analyze ● Interpret

Connecting: ● Synthesize ● Relate

Media Art Practices:

Creating: ● Conceive ● Develop ● Construct

Performing: ● Integrate ● Practice ● Present

Responding: ● Perceive ● Evaluate ● Interpret

Connecting: ● Synthesize ● Relate

Diversity of Artists: Include discussions and introduction of important voices, topics, and artworks such as: Faith Ringold, Gianni Versace, Alexander McQueen, Hedwig Strnad, Keith Haring; Andy Warhol; Robert Rauschenberg; Hale Woodruff, Krumau - Crescent of Houses (The Small City V), by Egon Schiele, 1915. Looted art from the Holocaust, now in the Israel Museum, Jerusalem; Terezin, by Norbert Troller, 1943 (Center for Jewish History, Leo Baeck Institute, New York); Sternenfall, by Anselm Kiefer, 1998 (MAXXI National Museum of XXI Century Arts)

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Art and Climate Change: Engage students in the creation and presentation of artwork exploring the social and economic implications of climate change (e.g., impacts on human health,

agriculture, food security, water supply, transportation, energy systems, ecosystems). When possible, use recycled materials to create and discuss how students can help the environment in regards to climate change.

Suggested Learning Activities by Course for Unit 4 Media Arts:

Studio Art

Made in Code: Using technology to create art, including but not limited to digital graphics and digital photography.

What do we have in Common: Identification of the use of Elements and Principles across culture and technology.

Honors Studio Art

Vector Portraits- Discuss and introduce famous portraits throughout history. Students will create their own vector portraits using google drawings.

Digital vs. Traditional Art- Students will work in groups to explore the differences and similarities between digital and traditional art mediums. The group will create and present a powerpoint presentation comparing the two.

2D Studio Mixed Media

Cityscapes - Students will understand the basic skills in digital art by designing buildings using different tools in Google Drawing. Students will create a cityscape by collaging their digital buildings onto a multimedia background.

Graffiti Art - Students will discuss the history of Graffiti art and Graffiti artists. Students will design a word that represents positivity on Google Draw then collage their digital design onto a multimedia background.

3D Studio Art

3d Printing Basics- Students will learn the basics of 3d printing by studying the tutorials on 3d programs such as TinkerCad or Makers Empire.

Design a 3D Ornament- Students investigate significant cultural events and special days that families commonly acknowledge and celebrate. They consider the history of the events and special days, and explore the traditions associated with these. Students choose a significant cultural event or special day and design a 3D printed decoration to help represent and celebrate.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview art vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)
- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers
<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page

- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)

- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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An Affirmative Action Equal Opportunity Employer

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