Belvidere Cluster Wide
Art Curriculum
Grades 6-8
Updated November, 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Music
– Physical Education
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Various websites
Interactive SmartBoard activities

NJSLA Technology
8.1.8.B.1
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.C.1
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.D.1
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2
Demonstrate the application of appropriate citations to digital content.
8.1.8.E.1
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Agriculture, Food & Natural Resources
– Architecture & Construction
– Arts, A/V Technology & Communications
– Business Management & Administration
– Education & Training
– Health Science
– Hospitality & Tourism
– Information Technology
– Manufacturing
– Marketing
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

– Global Awareness
– Health Literacy
– Environmental Literacy
– Creativity and Innovation

– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy
– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify

– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided

- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
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- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

6-8 Unit 1, Art, Elements and Principles of Art

Content Area: **Art**
Course(s): **Art**
Time Period: **September**
Length: **50 days**
Status: **Published**

Enduring Understanding

Art is created using the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

Art should be created using a variety of genre styles and correct terminology to classify various art genres.

Essential Questions

What choices must an artist make before beginning a work?

What factors influence artist and artistic expression and how do people express themselves through art today?

What problem solving skills do I need to create art?

How do I use my knowledge of art skills to create art?

How can we use design principles to organize ideas?

New Jersey Student Learning Standards

VPA.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.CS3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.CS4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.CS5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.1.3.8.D.CS6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

Student Learning Objectives

Color

Review primary and secondary colors.

Review, mix, and apply complementary, warm and cool colors.

Review, identify, mix, and apply tertiary, analogous, neutral, and monochromatic colors.

Demonstrate the use of colors to create harmony.

Line

Review and apply a variety of lines.

Create a variety of lines in various mediums.

Recognize line as a shading tool.

Shape

Review and apply geometric, natural, and free-form shapes.

Recognize that shapes can be overlapped to achieve perspective or visual interest.

Recognize and demonstrate how natural shapes such as trees can contrast with geometric shapes such as houses.

Texture

Review and apply real and implied texture.

Create texture in different media.

Space

Review and apply organization of elements in a composition, perspective, and positive/negative space.

Recognize and apply foreground, middle ground, and background in a composition.

Recognize and understand that shapes can be drawn as 2 dimensional or 3 dimensional in a composition.

Recognize and demonstrate illustrations in 1 point perspective.

Form

Recognize and demonstrate 3 dimensional form by illustration or construction.

 Value

Recognize and demonstrate light and dark on a surface or object to help create a form, depth, and perception.

PRINCIPLES

Pattern

Recognize and demonstrate the use of creating patterns in making art.

Emphasis

Recognize and demonstrate how to use emphasis when making art.

Demonstrate emphasis through contrast (size, color, texture shape, etc.)

Balance

Create and understand symmetrical and asymmetrical balance in a variety of media.

Rhythm/Movement

Recognize and demonstrate that the suggestion of motion can be achieved through the use of various elements.

Students can understand and demonstrate how the eye can be drawn to a focal area.

Variety

Recognize and demonstrate by using several elements of design the viewer's attention can be guided through the artwork.

Harmony

Recognize and demonstrate that by using the same elements of design it can be appealing to the eye.

Unity

Recognize and demonstrate that using the components of art in a harmonious manner, the artwork will have a sense of completion.

Proportion

Recognize and demonstrate the size relationship of one object to another or its surroundings.

Create art using the elements of art and principles of design in 2D and 3D using a variety of media.

Create art using appropriate tools, mediums, and processes.

Discuss using art terminology for the classification of art into various art genres.

Create art following art genres.

Recognize multiple solutions to problems when creating visual art.

Inform choices about visual communication when choosing between traditional and contemporary art materials.

Utilize traditional and contemporary art materials (include digital media) in visual communication and art-making.

Create art from informed choices.

Instructional Activities

Projects inspired by famous artists, art movements, and culture

Projects using the elements and principles of art

Open discussion
Collaborative projects
Projects using a wide variety of art materials

Texts and Resources

http://www.google.com/culturalinstitute/home
http://www.heritagepreservation.org/PROGRAMS/SOS/4KIDS/howtoloo.htm
http://whitney.org/ForKids
http://www.theartgallery.com.au/index.html
www.**artinstitutes**.edu/

Assessment

Formative assessments
Outcome sentences
Gallery walk
Think write share
3-2-1
Exit tickets
Red card/green card
Observation of student work
Open discussion of famous art works

Summative assessments
Performance Task
Written Product
Oral product
Standardized Test
Rubric
Successful completion of projects

Benchmark assessments
Teacher created standards-based assessment
Portfolio
Proficiency assessment
Learner-centered assessment (goal-making, competency assessment)

Alternative assessments
Logs
Journal
Field observation
Peer review
Rubric

6-8 Unit 2, Art, Cultural and Historical Themes and the Change in Art With Technology

Content Area: **Art**
Course(s): **Art**
Time Period: **November**
Length: **50 days**
Status: **Published**

Enduring Understanding

New technology has made historical changes in art.
The history of visual art in world cultures to provides insight into the lives of people and their values.

Essential Questions

What can we learn from studying the art of others?
In what ways has technology enhanced, increased or decreased the value of the image as a form of communication?
How has art changed through time?
What makes art "contemporary"?
What can artworks tell us about a culture or society and how does art help us think about people from the past?
In what ways do artists influence society and in what ways does society influence artists?

New Jersey Student Learning Standards

VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Student Learning Objectives

Students will understand how the growth of technology influences the development and nature of art.
Students will map innovation in visual art caused by the creation of new technologies.
Students will trace the history of visual art in world cultures to provide insight into the lives of people and their values.
Students will differentiate between past and contemporary art.
Students will understand that artist can influence culture, or culture can influence the artist.

Instructional Activities

Projects inspired by famous artists, art movements, cultures, and technology
Open discussions
Discuss the differences between past and contemporary art.

Texts and Resources

Interactive SMART board websites
Software: Kidpix
www.youtube.com tutorial videos
Prints of famous art works
Picturing America Series, Teacher Resource Book: The National Endowment for the Humanities (Collection of prints)

Assessment

Formative assessments
Outcome sentences
Gallery walk
Think write share
3-2-1
Exit tickets
Red card/green card
Observation of student work
Open discussion of famous art works

Summative assessments
Performance Task
Written Product
Oral product
Standardized Test
Rubric
Successful completion of projects

Benchmark assessments
Teacher created standards-based assessment
Portfolio
Proficiency assessment
Learner-centered assessment (goal-making, competency assessment)

Alternative assessments
Logs
Journal
Field observation
Peer review
Rubric

6-8 Unit 3, Art, Recognizing and Applying the Elements and Principles of Art

Content Area: **Art**
Course(s): **Art**
Time Period: **January**
Length: **50 days**
Status: **Published**

Enduring Understanding

Art crosses cultural and language barriers throughout time.

Essential Questions

What can artworks tell us about a culture or society?

In what ways have artistic tradition, cultural values, and social issues influenced and /or given rise to new traditions/artistic expressions?

How does art shape culture?

Can art be understood in any language?

New Jersey Student Learning Standards

VPA.1.1.8	**All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**
VPA.1.1.8.D.CS1	**Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.**
VPA.1.1.8.D.1	**Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.**
VPA.1.1.8.D.CS2	**The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.**
VPA.1.1.8.D.2	**Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.**

Student Learning Objectives

Students will apply the knowledge and significance of the elements of art and principles of design in historical eras and cultures.

Students will understand that art is a universal language.

Students will demonstrate the elements of art and principles of design.

Students will compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.

Instructional Activities

Projects inspired by famous artists, movements, and cultures

Projects using elements and principles of art

Study master works of arts from diverse cultures and different historical eras to assist them in understanding specific cultures

Open discussions

Compare and contrast various masterworks from diverse cultures.

Texts and Resources

http://www.louvre.fr/en/oal

http://arthistory.about.com/library/artists/blnames_main.htm

http://smarthistory.khanacademy.org/

http://www.artcyclopedia.com/

http://www.artinthepicture.com /

http://smartmuseum.uchicago.edu/smartkids/home.html

Assessment

Formative assessments
Outcome sentences
Gallery walk
Think write share
3-2-1
Exit tickets
Red card/green card
Observation of student work
Open discussion of famous art works

Summative assessments
Performance Task
Written Product
Oral product
Standardized Test
Rubric
Successful completion of projects

Benchmark assessments
Teacher created standards-based assessment
Portfolio
Proficiency assessment
Learner-centered assessment (goal-making, competency assessment)

Alternative assessments
Logs
Journal
Field observation
Peer review
Rubric

6-8 Unit 4, Art, Viewing, Understanding, Verbalizing, Creating, and Appreciating Art

Content Area: **Art**
Course(s):   **Art**
Time Period: **April**
Length: **50 days**
Status: **Published**

Enduring Understanding

Personal art work as well as the art work of peers should be discussed and critiqued.

New Jersey Student Learning Standards

VPA.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.8.A.CS1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.CS4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.CS7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Student Learning Objectives

Student will be able to use contextual clues to discover artistic intent.
Student will be able to display an emotional response to cultural and historical visual art.
Students will understand that art can be utilitarian and non-utilitarian.
Students will be able to distinguish among artistic styles, trends, movements, and techniques in visual art within diverse cultures and historical eras.
Students will understand abstraction in art.
Students will compare and contrast changes in artwork over time.
Students will recognize symbolism and metaphors in visual art.
Students will differentiate between traditional and non-conventional visual art.
Students will analyze form, function, craftsmanship, and originality in visual art.
Students will evaluate and assess work of peers on content, form, and technical proficiency.
Students will recognize that elements of art and principles of design are universal.

Students will compare and contrast in written essays.

Essential Questions

What is the difference between art and art history?
Can art have a function?
What do you think the artist is trying to say?
What does it mean to be a successful artist today?
Can color (rhythm, etc.) affect mood/emotions?
Why is art necessary?
Can art help me understand other subjects and can other subjects help me understand art?
How does art make us think more abstractly?
How does art help us learn about other people?

Instructional Activities

Open discussion and critique of art work
Projects using a variety of media
Project research
Museum visit

Texts and Resources

http://www.google.com/culturalinstitute/home
http://www.artcyclopedia.com/
http://arthistory.about.com/library/artists/blnames_main.htm
http://www.metmuseum.org/metmedia
http://www.heritagepreservation.org/PROGRAMS/SOS/4KIDS/howtoloo.htm (sculpture)

Assessment

Formative assessments

Outcome sentences
Gallery walk
Think write share
3-2-1
Exit tickets
Red card/green card
Observation of student work
Open discussion of famous art works
Student observation
Open discussion

Summative assessments

Performance Task
Written Product
Oral product
Standardized Test
Rubric
Successful completion of projects
Teacher observation of student critiques

Benchmark assessments

Teacher created standards-based assessment
Portfolio
Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

<u>Alternative assessments</u>
Research project presented in written format, art project, or powerpoint
Logs
Journal
Field observation
Peer review
Rubric