

Bedminster Township School District Curriculum
Art - Grade 6

Writing across content areas: Art Topics Bank by Grade Level

Overview - Art Movement and Expression

In this/these unit(s), art students will better understand **the art movement and expression**.

Unit Rationale:

Exposing students to different art movements allows them to understand how art and culture have evolved over time. Students are often inspired and encouraged to pursue art interests when art is accessible and they are exposed to these movements.

Students will explore and understand that combining images can enhance logical thinking and visual interpretation. Experimenting with abstract geometric shapes and patterns opens up an opportunity for students to stimulate their senses.

Essential Questions / Enduring Understandings

Essential Questions

- What influenced this art movement?
- What are some key characteristics of this art movement?
- How do artists convey messages in art?
- How has the art movement defined and preserved cultures?
- How does life experience reflect in artwork?
- What can we learn from art?
- What is graffiti and how do you explain it to a friend?
- What does optical illusion mean?
- What examples of optical illusion can be explained in art?
- How do you define creating optical illusions to a friend?

Enduring Understandings

- Students will understand experimentation, balance and reflection
- Students will understand how to tap into prior knowledge and make connections
- Students will deepen their understanding of editing and manipulating shapes and images
- Students will learn to design patterns that create optical illusions
- Problem solving skills are developed through the use of visual thinking and accessing prior knowledge
- Students will have the opportunity to investigate and make connections to new cultures and projects
- Students may communicate with peers and make personal responses

Skills / Knowledge Objectives

- Understand / recognize that answers and decisions may be based on what they already know
- Identify what techniques are used to activate prior knowledge
- Think about how to evaluate one's work and hone in on judgment
- Use knowledge from being introduced to other art techniques
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked: start with open-ended questions reflective of each lesson (Who can explain previous or prior knowledge? What is surrealism? What is graffiti? What is optical art?)

Lesson 1, add:

Lesson 2, add: Is the entire paper utilized? Do the legs of the elephant go past the horizon line?

Lesson 3, add: Did they use time wisely by practicing several times until they got the writing drawing about that person or did they make a quick drawing and finish? Was color added to the final product?

Lesson 4, add: Did they keep Mona Lisa's face When tracing? How much did they alter to make it unique and current? Did they add texture and full color?

Lesson 5, add: Was the design of lettering chosen for the assignment legible? Did the color scheme work? Did they create a background for their name? How detailed is the image? Can we read it? did they follow each step correctly to make their name creation unique?

Lesson 6, add: Can they differentiate a mural vs graffiti?

Lesson 7, add: Can they describe optical illusion?

Benchmark: Ask what perspective, creativity, value, and shading are before/end of the unit

Formative: Direct observation, checklist, exit ticket, flipped classroom tasks, create an outline or visual representation, partner share project

Summative [Opportunity, Developing, Meets, Exemplary]: critique, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time, Google translate, as needed, color in an image previously drawn or use stencils, less steps, less imagery, more time. For Lesson 4: color in an arm that is already complete with most of the imagery of their "sign"

Lesson 1: teacher draws the steps for the students and helps realign the rooms if they struggle with the ruler. Tracing materials will be available to help add details to the room. Light boxes and tracing paper available along with magazine images. 1 complete room without stairs.

Lesson 5: Have a checkerboard circle drawn ahead of time to color in, have hands printed out for students large enough to just trace.

Lesson 5: Can they differentiate a mural vs graffiti?

Lesson 7: Were all steps followed? Does the sphere have dimension? Does the sphere resemble a checkerboard?

Did they draw the hands large enough? Do the letters behind the hands show and stand out with bold color? Can we read it?

Enrichment: add to your painting and explain your expression to the class

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens, paint, cups, Q-tips [see each unit]
- Mixed media paper, tracing paper, poster board, and other materials [see each unit]
- Classroom books: Elements of Art - Value 5:24
- Elements of Art: 7 Elements of Art 13:07
- Graffiti: graffiticreator.net, graffiti-generator, www.graffitiwebsite.com, youtube [Lesson 5]
- **Deaf artists:** <https://deaf-art.org/> [Lesson 6]
- **LGBTQ and Deaf :** <https://www.respectability.org/2018/06/josh-feldman-lgbt-pride-month/> [Lesson 6]
- Josh Feldman/ Actor [Lesson 6]

Unit: Surrealism

Lesson 1: Surrealism compare and contrast Dali and Ferjo

Pacing guide: 2 weeks (40 min classes)

SEL Integration and LGBTQ Integration- SEL will be an underlying theme in various lessons throughout the school year . For example, the lesson titled, “Surrealism” lets students express themselves by adding their own unique ideas and designs into their artwork. Many of these lessons also incorporate LGBTQ artists to explore.

Objective: to learn what the meaning is of the art term Surrealism and how to identify it.

Compare and contrast works of art by two famous surrealists Dali and Ferjo.

Content, Skills, and/or Resources/Materials:

Day 1: Hand out pictures of each artist and their work, posters of artists' works to display and books.

Day 2: 12x18 white paper, ruler, pictures from magazines on furniture and items found in a home, pencil (H) eraser, colored pencils and tracing paper

Procedure:

Day 1: Pass out images of Salvador Dali’s work. Ask the class what they observe about what kind of person he might have been and why he created the art he did?

Ask if the images make them feel Happy or Sad? What do the colors do to the images?

Although pictures seem distorted, what do they see?

Discuss with the class who Dali was and his dreams.

Then take out images from Ferjo.

How do these images make you feel? ask the class

Why do you think he paints what his subject matter is?

What do the colors in the pictures do for you?

What in the image is surreal?

Now compare both artists- why are they similar and different? Which makes you feel better ?

Day Two: The start of the drawing

- Pass out 12x18 paper, ruler, pencil, eraser and put up the completed lesson on the board for class to see.
- Tell them they will draw a room like in one of Ferjo's paintings but will be adding symbolism about who they are.
- If they were never to sign their art this is how we would know it was created by you.
- On the back of the paper write name and class.
- Label one-eight and tell me what symbols you are going to add into your drawing to represent you. They will be placed in a surreal way throughout the picture. Draw the image and tell me about it on the back.
- Now start drawing the four walls- measure with Ruler 3 inches from the top two corners and connect. Bottom is 4 inches and connects all four walls. Add a window, 2 more rooms , stairs , chandelier, hand rail, famous work of art in a frame, furniture and your final surreal objects.
- Add full color . Trace small items you wish to stand out with sharpies.
- Get up in front of the class and talk about your picture. Must answer why they chose those symbols about themselves and the colors for the rooms.

- Display

Vocabulary: surrealism, surrealists, symbolism

MLL Spanish: surrealismo, surrealistas, simbolismo

MLL French: surréalisme, surréalistes, symbolisme

Lesson: Art Movement & Expression

Unit: Surrealism

Lesson 2: Dali / Elongated Elephant

Pacing guide: 4-5 days (40 minclasses)

Supplies: paper, pencil, eraser, colors and your imagination

Procedure:

Starting close to the top of the paper follow the directions below on how to draw the famous elongated elephant painting Dali created.

- * The legs should be extra long and look distorted.
- * Create a horizon line across the paper in between the elephants legs
- * Instead of the rug on the elephants back try to draw a melting clock (very known for the melting clock paintings)
- * Create a background for the elephant. A sky for the top half and ground for bottom

It is VERY IMPORTANT to add the shadow on the elephants legs on the ground.

Vocabulary: surrealism, surrealists, symbolism, shadow, horizon line

MLL Spanish:surrealismo, surrealistas, simbolismo, sombra, línea del horizonte

MLL French: surréalisme, surréalistes, symbolisme, ombre, ligne d'horizon

Lesson: Art Movement & Expression

Unit: Surrealism

Lesson 3: My Family

Objective: To draw your family as you see them or how others view them. Example is your sister acts like a princess and is treated like a princess on a pedestal, drawing it that way.

Content, Skills, and/or Resources/Materials: 8x10 scrap and good paper, computer, drawing books, pencil and colored pencils

Procedure:

1. Think about each member of your family and write down their names. Think about how they act and how they are treated by others or viewed by others.
2. Next to their names write down a few keywords that tell us who they are. Example: Does DAD always say “ I can fix it.” Draw him with tools in hand or tools as hands.
3. Practice a few different images until you get the one that really fits who each person is.
4. Label the picture and add color with colored pencil
5. Display for Critique

Vocabulary: literal, sketch, design, shape, form, family, trace, tracing
MLL Spanish: literal, bosquejo, diseño, forma, familia, rastro, calco
MLL French: littéral, esquisse, conception, forme, famille, trace, traçage

Lesson: Art Movement & Expression

Unit: Representation

Lesson 4: Artist Ferjo - Mona Lisa Revamped

Pacing guide : 3-4 classes (40 min each)

Objective: Using the class's previous knowledge about the Painting the Mona Lisa and how Artist FERJO changed the image; they must do the same to redesign the current Mona Lisa might look like.

Content, Skills, and/or Resources/Materials: Mona Lisa Picture, printouts of a black and white outline of the Mona Lisa, Examples of FERJO work of the Mona Lisa Pencil, Construction paper, colored pencils, Foam board, Yarn , Glue , cut out shapes and paper matte frame.

Procedure:

1. Review the original image of the Mona Lisa and the newer version by artist FERJO.
2. Pass out a copy of black and white version of the Mona Lisa and students to trace what they see.
3. Alter parts of the image but keep her face and any details they find important.
4. Be creative and think of Mona Lisa like nobody else but you can.
5. Make her dimensional by adding yarn and other textures .
6. Add color with colored pencil
7. The more you change the original\ image but keep her looking like the Mona Lisa the better
8. Frame and display

Vocabulary: prior knowledge, trace, tracing, image
MLL Spanish: conocimiento previo, huella, calco, imagen
MLL French: connaissance préalable, trace, traçage, image

Lesson: Art Movement & Expression

Unit: Graffiti

Lesson 5: Name

Pacing guide: 1 week (40 min classes)

Objectives:

- *Design an original tag that is representative of self.
- *Be able to incorporate the principles of design.
- *Do some creative lettering

Content, Skills, and/or Resources/Materials: Computer, scrap paper, 12x18 paper(white), pencil, eraser, scissors and colored pencils or markers

Procedure:

Day 1

- Watch the 2 min video on Graffiti Vs Vandalism
- Watch the video on Keith Haring (**LGBTQ artist**)

<https://classroom.google.com/c/MjgxNTI1Mzk3Nzg1/a/MzIzODY5MzE1Mjkz/details> (what is Graffiti art)

<https://classroom.google.com/w/MjgxNTI1Mzk3Nzg1/t/all> (Keith Haring)

1. Start with a balance plan – symmetrical, asymmetrical, radial
2. Choose 2-3 other principles you want to emphasize
3. Using the computer and various websites, look up lettering. After selecting the graffiti style that best suits you ,type in your name and hit print. You will be recreating this style of writing in your final work.
3. Use objective, non-objective pictures, lettering ,symbols and designs to create a background
4. Make several thumbnail size sketches to start brainstorming ideas on scrap paper
5. Choose one of your sketches to create in full color – size 12X18 (30.5 x 46 cm) (or whatever size paper teacher selects)
7. Cut this out and add to colored paper creating another layer of depth(you can even use 3D O's to pop out parts of your image.)

Vocab: create, design, rhythm, movement, contrast, emphasis, pattern , form, color, line , shape and space, water level

MLL Spanish: crear, diseño, ritmo, movimiento, contraste, énfasis, patrón, forma, color, línea, forma y espacio, nivel del agua

MLL French: créer, concevoir, rythme, mouvement, contraste, emphase, motif, forme, couleur, ligne, forme et espace, niveau d'eau

Lesson: Art History & Climate

Unit: Graffiti - Climate and Artists

Lesson 6: Street Art vs Vandalism

Huna, Sean “ Hula Yaro, Issac Cordal and Banksy (Climate activist artists)

Pacing guide- 1 day (40 min)

Objective :

The major **difference between street art** vs **graffiti** is that **street art** is usually done with permission. Sometimes it can even be commissioned. **Graffiti** is usually word-based **art, and street art** is most commonly image-based.

Climate Change :

LGBTQ: C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

<https://graffiti-artist.net/murals/lgbt-graffiti-artists/>

<https://www.nytimes.com/2019/06/20/us/nyc-pride-murals.html>

Keith Haring

Procedure and websites used :

1)Watch the video of Activist Sean Huna. (climate control Artist/activist)

https://www.youtube.com/watch?v=0N-nX_4C95o&t=28s

2)In various installations **Isaac Cordal's** miniature sculptures have addressed climate change directly. One of these interventions is a larger installation called Follow the Leaders that was performed in Berlin in 2011.

<http://cementeclipses.com/Works/follow-the-leaders/>

3) **Banksy** painted his climate statement on a canal wall in London after the climate conference in Copenhagen in 2009. <http://www.theguardian.com/artanddesign/2009/dec/21/banksy-copenhagen-regents-canal>

4) Here you can find examples of environmental street art:

<http://www.boredpanda.com/environmental-street-art-graffiti-climate-change/>

- Compare these 3 artists and artwork. What statement are they trying to convey?

Vocabulary: create, design, rhythm, movement, contrast, emphasis, form, color, line, shape and space, climate change

MLL Spanish: crear, diseño, ritmo, movimiento, contraste, énfasis, forma, color, línea, forma y espacio, cambio climático

MLL French: créer, concevoir, rythme, mouvement, contraste, emphase, forme, couleur, ligne, forme et espace, changement climatique

Lesson: Art Movement & Expression

Unit: Optical “Op Art” Design

Lesson 7

Objective: This lesson is a collage of drawing, signing, and op art design - sign language name in op art design.

Deaf artists:

<https://deaf-art.org/>

LGBTQ and Deaf : <https://www.respectability.org/2018/06/josh-feldman-lgbt-pride-month/>

Josh Feldman/ Actor

Pacing guide: 1 week (40 min classes)

Content, Skills, and/or Resources/Materials:: Photo copy on how to sign each letter of the alphabet for each student, 2 different size white paper, markers, colored pencils, pencil, eraser, scissors, glue and two different size circles to trace.

Procedure:

Day 1

1. On 11x14 white paper traces a large circle in the middle and 4 smaller circles in each corner of the paper.
2. On the board show the class how to draw a checkerboard sphere called OP Art.
3. Have them make a dot on every other square to show where they will be coloring in black to complete the checkerboard. students should outline the shape first then color in to keep its clean lines and shape.

Day 2

1. using the sign paper practice drawing the hands that are associated with the letters of their names. Practice a few times until they look good and will be large enough to cut out but still see detail.
2. trace the hands with a thin sharpie and on the back of each hand in pencil write what letter each hand stands for.
3. On a separate sheet of paper draw bubbles or block letters of their name and add color designs.

Day 3

1. Cut out letters of their name and cut out the hands they drew. Add a light color to the hands. Glue the hands somehow to the letters of their name and arrange them on the sphere.
2. Once hands and letters are attached erase any pencil lines left behind.
3. Display for critique

Vocabulary: Sign Language, design, sphere, op art, arrange, emphasis, expression

MLL Spanish: Lenguaje de señas, diseño, esfera, op art, arreglo, énfasis, expresión.

MLL French: Langue des signes, design, sphère, op art, arrangement, emphase, expression

- MLL optical illusion, op art: Spanish “ilusión óptica, op art”

- MLL optical illusion, op art: French “illusion d'optique, op art”

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8

1.2 Media Arts Standards:

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b: Demonstrate an awareness of ethical 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.
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 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.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.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.
- 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.
- 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

NJSLS Math [Lesson 1]

- 6.RP.A.1

NJSLS- Social Studies:

- 6.1.4.A.11
- 6.1.4.A.16
- 6.1.4.A.14 [Lesson 2 and 4]

NJSLS - ELA: 6.2, 6.3, 6.4 [Lesson 1]

LGBTQ: C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

[Lesson 1]

Historical Gay Surreal Artists <https://www.theartstory.org/artists/surrealism-lgbt-artists/>

Climate Change: Lesson 6

LGBTQ: C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 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.4 Assess the credibility and accuracy of digital content.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.NT.4:

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
 - 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
 - 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
 - 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
 - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
 - 9.4.8.IML.10: Examine the consequences of the use of media.
 - 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
 - 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- Lesson 2, add:
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
 - 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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.

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Art History

In this/these unit(s), students will better understand and explore **art history** closely through drawing and other art forms. Students will improve fine motor skills, endurance, hand strength, and precision as they enhance their art skills.

Unit Rationale:

Students will learn that art is shaped by political, civil and economic conditions.

Essential Questions / Enduring Understandings

Essential Questions

- What is art history?
- How can history be similar and different?
- How do you art history to a friend?

Enduring Understandings

- Students will understand and appreciate different styles and techniques used in art
- Students will learn that artists have different styles
- Students may make connections with artists and classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand how various objects are used in different types of art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain art history? What connections can they make with art history and the world around them?

Benchmark: use and explain art history before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, have a pre drawn outline frame of the stamp already on the stamp, print and glue persons info to back instead of rewriting info.

Enrichment: assist others, add additional components learned about art history or other world connections

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]

- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book

Lesson: Art History

Unit Design: History and Art

Lesson: Stamps

Pacing guide: 1 week (40 min classes)

LGBTQ: C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

Harvey Milk- on a national stamp

Objective: Incorporate research , writing, math and drawing together to create a stamp of a well known person

Content, Skills, and/or Resources/Materials:: Books, internet, stamp paper, markers, tracing paper, pencil, eraser , lined paper and large colored paper

Procedure:

- Day one, discuss some famous people who have been on stamps. Ask students who they deserve to be on a stamp. Have students bring in a picture to trace of the famous person they chose along with imagery they can incorporate into the stamp.
- Day two: using the portrait they brought in practice the layout of the stamp before you use the good and final stamp paper. The entire period should be used to design practice stamps.
- Day three: pass out blank stamp paper. Make a rectangle inside the stamp where all drawings will be displayed. students use tracing paper and trace the portrait of the person they chose for the stamp. Add pictures and words around the portrait as to why they are famous.
- Day Three to four: add full color along with the USA and postage stamp price.
- Day five : write on a separate sheet of lined paper about the person they chose and why they deserve to be on a postage stamp. Paste the two papers side by side on the colored large paper and display.

Vocabulary: stamp, trace, balance, movement, form, shape, imagery, incorporate

MLL Spanish:sello, rastro, equilibrio, movimiento, forma, imágenes, incorporar

MLL French:timbre, trace, équilibre, mouvement, forme, imagerie, incorporer

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8

Media Arts Standards:

● **1.2 Media Arts Standards**

1.2.5.Re8a: Determine, explain, and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intentions, and context.

1.2.5.Re9a: Develop and apply specific criteria to evaluate media artworks and production processes with developed criteria, considering context and artistic goals.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
 - 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
 - 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
 - 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
 - 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
 - 1.5.5.Re7b: Analyze visual arts including cultural associations.
 - 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
 - 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
- LGBTQ: C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.
Harvey Milk - on a national stamp

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., schools, community agencies, government, online) that can aid in solving the problem.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Lines and Colors

In this/these unit(s), students will better understand and explore **lines and colors** through drawing and other art forms.

Unit Rationale:

Students will explore and understand that combining images can enhance logical thinking and visual interpretation. Experimenting with abstract geometric shapes, lines and patterns opens up an opportunity for students to stimulate their senses.

Essential Questions / Enduring Understandings

Essential Questions

- What does it mean to infuse lines with colors in art?
- What examples of art can you recall that are both colorful and have extensive use of lines?
- How do you define this type of art to a friend?

Enduring Understandings

- Students will deepen their understanding of editing and manipulating shapes and images
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork and in other subject areas

Skills / Knowledge Objectives

- Understand that colors are classified as primary and secondary and relate to each other
- Identify and name complementary colors and neighboring colors on the color wheel
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe different artists' work?

Lesson 2, add: Can they say the warm colors and cool colors?

Lesson 3, add: Are the colors in the correct order? Did they know how to mix them to make secondary and tertiary colors

Benchmark: use and explain color and lines before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative [Opportunity, Developing, Meets, Exemplary]: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand, have images printed for them to color in instead of coming up with their own idea, hand out professional color wheels to keep in front of them at all times to refer to besides the one on the board

Enrichment: assist others, and explain what optical illusion is by breaking down the components

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom books or online resources:
- Online resources:

Lesson: Line**Unit:** Lines**Lesson 1:** Line drawing**Pacing guide-** 1 week (40 min classes)**Objective:** Create an image using various lines that do not touch**Content, Skills, and/or Resources/Materials::** 12x18 white paper, pencil, drawing books for reference, eraser and sharpie thin markers in black and ruler**Procedure:**

- Show example and explain to the class they have to try and make a large enough drawing to fill most of the paper
- Students choose an image to recreate on the large paper drawing LIGHTLY so when they erase at the end they will not see dark pencil marks.
- After drawing is rendered, using a ruler make a light line across the middle of the paper horizontally. Make three lines vertically creating 8 boxes in total
- In each section of the box and in each section of the drawing they are to use a different line close together to fill in the space. Refer to the example for any confusion
- proceed using : zig zag, curved, diagonal, vertical, horizontal and spiral lines. No sections next to each other should consist of the same lines
- When complete erase all the pencil marks and display

Vocabulary: create, fill, line, space, line drawing

MLL Spanish: crear, rellenar, línea, espacio, dibujo lineal

MLL French: créer, remplir, ligne, espace, dessin au trait

Lesson: Colors

Lesson 2: Warm Vs Cool Colors

Objective: Students should learn what are warm and cool colors**Content, Skills, and/or Resources/Materials::** 12x18 paper, crayons, colored pencils, pencil and eraser**Procedure:**

1. Show examples of finished work to the class and discuss what are the warm and cool colors. How do the pictures make you feel considering they are the exact picture just with different colors? Which one do you like better and why?
2. Ask the class to come up with two drawings that are exactly the same
3. One will be colored with the warm colors(red, orange, yellow, pink), and one with the cool colors (blues, greens, purple)

4. Compare the two drawings

Vocabulary: warm, cool, color, space, design, rhythm, mood, expression

MLL Spanish:cálido, fresco, color, espacio, diseño, ritmo, estado de ánimo, expresión

MLL French: chaud, cool, couleur, espace, conception, rythme, ambiance, expression

Lesson: Colors

Unit: Primary Colors

Lesson 3: City color wheel

Pacing guide- 4 classes (40 min each)

Objective: Create a color wheel using only the 3 Primary colors Red, Yellow and Blue.

Learn the Secondary and Tertiary colors

Content, Skills, and/or Resources/Materials: Red, Yellow and Blue colored pencils, 9x12 white paper, pencil, paper plate and example

Procedures:

1-Trace a circle on the white paper

with a ruler mark a dot lightly in the center of the paper

2- Lightly draw lines from the dot to the edges of the paper going all around the circle.

3- Make lines horizontally, one in each section .

Follow the teacher or the video 's below

4- Add details to your buildings and trace all lines with black marker or colored pencil

5- Using the color wheel -color the buildings by blending colors together on the buildings

6- Design the sky

Vocabulary: primary colors, secondary colors, tertiary colors, shape, value, horizontal, line, blending

MLL Spanish:colores primarios, colores secundarios, colores terciarios, forma, valor, horizontal, línea, mezcla

MLL French:couleurs primaires, couleurs secondaires, couleurs tertiaires, forme, valeur, horizontal, ligne, mélange

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8

Media Arts

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
- 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.
- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
- 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.
- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

- 1.2.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.2.8.Cn11a: 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.

Visual 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.
- 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.
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 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.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.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.
- 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.
- 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.10: Examine the consequences of the use of media.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Foundational Elements in Artistic Exploration

In this/these unit(s), art students will better understand **the foundations elements of artistic exploration** including using previous knowledge, representation, symbolism, proportion and creating an art portfolio.

Unit Rationale:

Exposing students to the numerous elements of artistic exploration will allow them to further their artistic knowledge and broaden their creativity.

Essential Questions / Enduring Understandings

Essential Questions

- What strategies do artists use to activate prior knowledge?
- Why should you use representation in art?
- How do artists use symbolism in art?
- How are the elements of art created to show proportion?
- How does life experience reflect in artwork?
- What can we learn from art?
- What is a portfolio or lookbook?
- How is art used in a portfolio?

Enduring Understandings

- Students will understand that they have had various experiences with art
- Students will understand how to tap into prior knowledge and experiences to use for future artwork
- Problem solving skills are developed through the use of visual thinking and accessing prior knowledge
- Students will have the opportunity to investigate and make connections to new cultures and projects
- Students may make connections with new concepts based on prior experience

Skills / Knowledge Objectives

- Understand / recognize that answers and decisions may be based on what they already know

- Identify what techniques are used to activate prior knowledge
- Think about how to evaluate one's work and hone in on judgment
- Use knowledge from being introduced to other art techniques
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked: start with open-ended questions reflective of each lesson (Who can explain previous or prior knowledge? What is symbolism? What is representation? Explain proportion. What is a portfolio or lookback book?)

Lesson 1, add: Did they follow each step correctly starting with the measurements in step one to frame the locker? Is everything colored in? Did they add the article of clothing hanging from the hook? Are books and other real school supplies present in the drawing? Was the black paper added to the locker correctly and is everything that should be drawn in white pencil present?

Lesson 2, add: Did they come up with patriotic imagery? Is space used well and full of color?

Lesson 3, add: How did you show proportion? Explain it to a friend.

Lesson 4, add: Did they fill the entire arm? Did they use as much of the astrological representation of themselves as possible? Are all symbols present?

Lesson 5, add:

Benchmark: Ask what perspective, creativity, value, and shading are before/end of the unit

Formative: Direct observation, checklist, exit ticket, flipped classroom tasks, create an outline or visual representation, partner share project

Summative [Opportunity, Developing, Meets, Exemplary]: critique, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time, Google translate, as needed, color in an image previously drawn or use stencils, less steps, less imagery, more time. For Lesson 4: color in an arm that is already complete with most of the imagery of their "sign"

Enrichment: add to your painting and explain your expression to the class

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens, paint, cups, Q-tips [see each unit]
- Mixed media paper, tracing paper, poster board, and other materials [see each unit]
- Classroom books: Elements of Art - Value 5:24
- Elements of Art: 7 Elements of Art 13:07

Lesson: Foundational Elements in Artistic Exploration

Unit: Previous Knowledge

Lesson 1: My Locker

Objective: Students have learned depth, space and proportion in previous lessons. This locker lesson reiterates previous/prior knowledge.

Pacing guide: 3 days/classes

Content, Skills, and/or Resources/Materials: White 8x10 paper, pencil, ruler, colored pencils, black construction paper, exacto knife, Elmer's squeeze glue and white pencil

Procedure:

1. Using previous knowledge students will use their pencil and ruler to create a frame around the paper $\frac{1}{2}$ in border. Making a small angle on the right side of the new line and tracing that line to the bottom of the horizontal line, they will create the side of the locker showing depth.
2. A double line will then be drawn about an inch down straight across.
3. Two hooks will be added to the bottom of the shelf
4. When the locker is complete they need to start thinking of things they use in school to fill the locker. Show teachers example and suggest(books, pencils, gym equipment if on a sport, any clubs they are in and supplies needed, clothing etc)
5. Add color by using colored pencil
6. Shade the side of the locker darker closer to the corner for a shadow.
7. The more they add to the locker the better.
8. One item of clothing must be hanging from one of the hooks (use reference books to help).
9. When the locker is colored add the black construction paper frame that the teacher has previously cut out with an exacto knife.
10. On the front of the locker draw a rectangle and write your first and last name.
11. Add a handle, maybe a lock and three lines across under the handle for a vent.
12. Write grade on the back and display for critique

Vocabulary:previous knowledge, prior knowledge, shade, depth, space, proportion

MLL Spanish:conocimiento previo, conocimiento previo, sombra, profundidad, espacio, proporción

MLL French: connaissances antérieures, connaissances préalables, ombre, profondeur, espace, proportion

Lesson: Foundational Elements in Artistic Exploration

Unit: Symbolism Cross Curricular

Lesson 2: Memorial Day Soldier Design

Pacing guide:

Objective: Honor the Military through symbolism, creating a soldier collage design piece of art

Content, Skills, and/or Resources/Materials: Soldier stencil, computer, patriotic music, pencil, markers, colored construction paper

Procedures:

1. Discuss Memorial Day and what it means to different people in the class
2. Put on patriotic music in the background to set a mood
3. Show example of completed work. Explain to students they will be breaking the picture up into at least 4 angled sections.
4. Each section will have a different pattern /design that represent patriotism
5. Everyone should look different.
6. Use the laptops to come up with different ideas or try the stencils provided
7. Add full color
8. Think outside the box with designs and the final image

Vocabulary: military, design, image, space, line, pattern, symbolism
MLL Spanish: militar, diseño, imagen, espacio, línea, modelo, simbolismo
MLL French: militaire, conception, image, espace, ligne, modèle, symbolisme

Lesson: Foundational Elements in Artistic Exploration

Unit: Proportion

Lesson 3: Learn how to draw a person in correct proportion

Pacing guide: 3 days

Objective: Learn how to draw a mannequin in proportion and then a fully colored in purportedly correct person.

Content, Skills, and/or Resources/Materials:: Wood mannequins enough for every table, pencil and white 8x10 paper

Procedure:

1. Pass out manikins and white paper to the tables.
2. Teacher puts each manakin on the table in a different position.
3. Each table is to draw exactly what they see in front of them - in the position the manikin is. Explain they need to draw what they see, not what they want it to look like.
4. If the arm is out and across the body it must be drawn that way.
5. Walk around the room and make sure students are drawing correctly- help where needed.

Day two :

1. Draw the same image again this time adding a face, clothes and what the person may actually be doing in that specific pose. Remind them that each person at the table should have a slightly different view so they can not have the same picture as someone else.
2. Display for critique

Vocab: mannequin, line, design ,shape, shade, proportion

MLL Spanish: maniquí, línea, diseño, forma, sombra, proporción

MLL French: mannequin, ligne, design, forme, teinte, proportion

Lesson: Foundational Elements in Artistic Exploration

Unit: Representation

Lesson 4: Astrology Mandala

Objective: To create a Mandala Design while learning about Astrology

Pacing guide: 3-4 days (40 min classes)

Content, Skills, and/or Resources/Materials:: Astrology charts for each sign, White 8x10 paper, black construction paper, colored sharpies, pencil, scissors and glue

Procedure:

1. Arrange students at tables by birth sign
2. Pass out the astrology paper for all those particular students to copy
3. Trace your hand and arm on the white paper
4. Students are to use the written information to fill in their hand , arm and fingers.
5. draw 4 circles in the palm of your hand drawing

6. In each finger you will fill with the elements.
7. The thumb and pointer finger will be your element and the other fingers are the other 3 elements(air, earth , wind , fire)
8. Draw images that represent these elements
9. Fill the arm with information and drawings that represent their astrological sign
10. In the palm (circles) the outer circle fills with North south East West. Show a blown up version of what will be written in the circles for students to copy.
11. fill one section with Motto, one with occupation, one word that represents how you treat others, who you look up to and the people closest to you. the smallest center circle will have your name.
12. The entire arm and hand will then be traced and color added.
13. Display and if elements are present, palm with circles are clear, arm is filled with info and colored then they have completed the assignment correctly
14. Cut out the arm and glue to black paper. Add astrological sign - construction paper crayons and hang up

Vocabulary: motto, line, astrology, mandala, representation, design, fill, emphasis, color

Lesson: Foundational Elements in Artistic Exploration

Unit: Portfolio Making [Day 1]

Objective: create a portfolio to house all students' work for the marking period.

Pacing guide- 2 classes

Content, Skills, and/or Resources/Materials: cardstock large 18x24 paper, markers, stencils, drawing books and pencil

Procedure: Explain what a portfolio is.

- Assign table helpers.
- Table helpers pass out supplies to their group.
- Fold paper in half , make a crease and reopen.
- Fold bottom up about ½ in to create a pocket.
- Design the front of the portfolio with the student's name and grade. Anything else they add to the folder to make it stand out is up to them.

Vocabulary: portfolio, enhance, line, space, design

MLL Spanish: cartera, mejorar, línea, espacio, diseño

MLL French: portefeuille, améliorer, ligne, espace, conception

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b: Demonstrate an awareness of ethical 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.
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 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.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.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.
- 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.
- 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 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.4 Assess the credibility and accuracy of digital content.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.10: Examine the consequences of the use of media.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for

an authentic audience.

- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information. Lesson 2, add:
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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.

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Art Forms

In this/these unit(s), art students will better understand the art form of **3-dimensional art**.

Unit Rationale:

Students will develop critical thinking skills and creativity with opportunities to better understand 3-D art and other art forms. Art improves creative and critical thinking skills while also supporting problem-solving and communication between students and students with adults. Analyzing and evaluating art by professionals will inform decisions and help shape the judgment of one's own work.

Essential Questions / Enduring Understandings

Essential Questions

- Why is it important to express oneself?
- How does it feel to create 3-D art?
- What does it mean to identify expressions?
- How do you define 3-D art?
- How does knowing the context of art forms help create future art?
- How can you incorporate art with other subjects?

Enduring Understandings

- Students will understand 3-D
- Students will hone in on deep thinking experiences about dimensional art
- Students will understand how to create 3-D art and explain it to others
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand / recognize that creativity looks different from one student to another
- Identify what techniques and artistic skills are needed to better appreciate the visual world and cultures
- Think about how to evaluate one's work and hone in on judgment
- Use knowledge from being introduced to multiple art forms to develop creativity and visual awareness
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Lesson 1: Could they explain the type of art form being learned, such as 3-D? Is the design aesthetically pleasing? Do the flowers stay in their form? Is the entire heart filled around the edges with flowers?

Benchmark: Ask what perspective, creativity, value, and shading are before/end of the unit

Formative: Direct observation, checklist, exit ticket, flipped classroom tasks

Summative [Opportunity, Developing, Meets, Exemplary]: critique, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time, flowers template, heart filled around the edges with flowers template, Elmer's Glue and no hot glue

Enrichment: add to your painting and explain your expression to the class

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens, paint, cups, Q-tips [see each unit]
- Mixed media paper, tracing paper, poster board, and other materials [see each unit]
- Classroom books
- Online resources

Lesson: Art Form - 3-Dimensional

Unit: 3-D

Lesson: Mother's Day Hearts or 3-d rose/heart sculptures

Pacing guide: 4 days

Objective: Incorporate different elements of art to create a 3d paper rose on a heart to be hung up.

Content, Skills, and/or Resources/Materials: Different colored construction paper, card stock cut in 8x10 size, scissors, stencil heart, pencil, circle to trace (lid), hot glue gun and glue sticks, hole puncher and string.

Procedure:

1. Trace the stencil heart on your card stock, inside and outside
2. Cut out the heart in and out. Use a hole puncher to start a place to cut on the inside of the heart.
3. chose colored construction paper colors for the flowers. Using the Lid or circle stencil trace 12-16 circles.
4. Cut out circles. Once they are all cut out, start to make a spiral design cutting into the circle.
5. Starting from the outside of the circle, turn the circle and continue cutting until you get to the middle. do this for each one.
6. Warm up the glue gun....
7. Take each spiral circle and starting from the small pointed end roll in until it makes a rose shape in the middle.
8. Put a drop of glue on the inside of the rose and hold for 15 seconds.

9. Glue the bottom of the rose to your heart in a pattern formation.
10. Continue until all roses are arranged on the heart.
11. Make green leaves and fill in any white areas on the heart.
12. Punch two holes on either side of the top portion of the heart and place string through. Tie and hang.
13. On the back students can write a mothers day message and the year.

Vocabulary: 3-D, dimension, glue gun, shape, form, arrange

MLL Spanish:3-D, dimensión, pistola de pegamento, forma, disposición

MLL French: 3D, dimension, pistolet à colle, façonner, façonner, arranger

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8

VISUAL & PERFORMING 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.
- 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.
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 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.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 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.
- 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.

Media Arts

- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
- 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.
- 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.
- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- 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.

W.7.2.D

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Writing across content areas: Art Topics Bank by Grade Level

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 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.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.10: Examine the consequences of the use of media.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information..

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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.

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

All unit grade level accommodations and modifications for special populations including At Risk, IEP, MLL/ESL/ELL, and G&T gifted enrichment:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer, think pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken in the grade level
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials
- Create other colors based on primary colors and define them
- Highlight key details

All unit grade level accommodations and modifications accommodations for 504s:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer
- Use Google Translate for non-native speakers
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials