Bedminster Township School
Subject Area: Art
Grade Level: 7

Dates: 2.5 Month (s) **Pacing Guide: Time Frame 2-3 days per unit**
(students on 6 day cycle)
(see lessons for each grade level below)

Overview - Cartooning

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

Unit Rationale:
Students will explore and understand that cartooning focuses on skills mastered such as shapes, expression, sketching, proportion and creativity.

Essential Questions / Enduring Understandings

Essential Questions
- What does cartooning mean?
- What examples of cartooning can be explained in art?
- How do you define cartooning to a friend?

Enduring Understandings
- Students will deepen their understanding of shapes, exaggeration, expression and images
- Students will learn to design step-by-step drawings of characters
- 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 cartooning includes analyzing and creating cartoons
- Identify and name cartoons drawn using freehand
- Understand that they will process information that creates a cartoon or illustration
- Enhance their communication and collaboration skills when conversing about cartoons with peers
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Beginning with Lesson 1: Can they describe cartooning? Are all heads different and unique? Did you add eyes, nose, mouth, eye brows , ears and hair? Did you use different skin colors for each?

Lesson 2, add: Did they use cartoon characters taught from class ? Was it in full color with cartoon expressions and effects? Does the scene make sense?

Lesson 3, add: Does the animal look like a cartoon or realistic? Did they add a background and details?

Lesson 4, add: Did they utilize the entire space provided?

Lesson 5, add: Did they draw large enough to see the letters of their name and the character they drew? Are the letters darkened in black ? Did they use full color for their characters?

Lesson 6, add: Did they use their portfolio drawings to help draw the final cartoon strip? Did they use 2-3 cartoon characters taught in class to complete the drawing? Was there detail, cartoon effects and accessories?

Benchmark: use and explain cartoon and animated images before and at the end of the unit
Formative: Direct observation, 3-2-1, checklist, thumbs up/thumbs down
Summative [Opportunity, Developing, Meets, Exemplary]: Portfolio, 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, modify the amount of heads they need to complete, extra time given, list to work from, draw half the amount of heads with extended time, checklists and examples to trace, if needed
Lesson 3: have animal examples printed out to review for students who need extra help, extra time, outline to use
Lesson 4: Be given an outline, be given pictures of rooms to copy from
Lesson 5: Be given an outline, extra time, cartoon examples to trace
Enrichment: assist others, and explain what cartooning 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, multimedia
- Online resources:
- MLL optical illusion, op art: Spanish "ilusión óptica, op art"
- MLL optical illusion, op art: French "illusion d'optique, op art"

Lesson: Cartooning

Unit: Cartooning
Lesson 1: Cartoon Heads and Faces
Objective: To create 20 different heads without drawing the same, eyes, nose ,mouth , hair etc.
Pacing guide- 2 days (40 min classes)
Content, Skills, and/or Resources/Materials: White paper, pencil and face part packet
Procedure:
- Pass out supplies
- Ask students to draw 20 different shaped heads on the paper. Don't draw too small we want to be able to see detail
- Use different eyes, nose , mouth etc. to fill in the faces. You must add eyebrows to show expression. Try to be creative and draw something someone else might not think of.
- Choose expressions and think about what they might be thinking or doing with this expression.
- Be observant with the expressions.
- Outline with fine tip sharpies and add skin colors , eye color etc.
- Artist Bruce Blitz www.bruceblitz.com

Vocab: expression, create, draw, line,cartoon, media, movement
MLL Spanish: expresión, crear, dibujar, línea, dibujos animados, medios, movimiento

MLL French:expression, créer, dessiner, ligne, dessin animé, média, mouvement

Lesson: Cartooning

Unit: Cartooning
Lesson 2: Two-Three Character Scene
Pacing guide: 2-3 classes
Objective: From past classes use 2-3 characters learning in cartooning to come up with a scenario.

Content, Skills, and/or Resources/Materials: cartooning papers from previous classes, scrap paper, 4x9 paper , pencil, eraser and colored pencils
Procedure:
- Look at past drawn papers from previous cartooning lessons.
- On scrap paper come up with a few different scenarios incorporating 2-3 characters. Use full bodies on people.
- Once you have decided which scenario is best - take the final paper and redraw the scene neatly. (you may use the light box to redraw)
- Add color, cartoon expression and detail.

Vocab: cartoonify, line, emotion, shape, space
MLL Spanish: caricaturizar, línea, emoción, forma, espacio
MLL French: caricaturer, ligne, émotion, forme, espace

Lesson: Cartooning

Unit: Cartooning
Lesson 3: Cartoonify an Animal
Objective: See how much students learned from previous class
Pacing guide: 2-3 classes (40 min each)

Content, Skills, and/or Resources/Materials: Portfolio with their drawings, a photograph of a real animal, white paper, glue and colored pencils
Procedure:
1. pick an animal at random
2. glue it to the top of the white paper. Name and grade at the bottom
3. looking at your past drawings that you have learned about cartooning animals … try to recreate the real animal into a cartoon.
4. The funnier the better and the more details the better.
5. The drawing should be easy to do if they took good notes
6. Hang up for critique and display

Vocab: cartoonify, draw, design, create
MLL Spanish: caricaturizar, dibujar, diseñar, crear
MLL French: caricaturer, dessiner, concevoir, créer

Lesson: Cartooning

Unit: Cartooning

Lesson 4: Cartoonify Rooms

Objective: learn how to turn average furniture into cartoon characters

Pacing guide :2-3 Days

Content, Skills, and/or Resources/Materials: past drawings in their portfolio, Room Photocopy which is premade, pencil and eraser

Procedure:

1. Pass out photocopy of two rooms(kitchen and Living room/office
2. Ask students to write name and grade on the bottom of paper
3. Using previously drawn images learned in the last class, recreate the room and make it cartoonified using cartoon effects and accessories
4. Hand in at the end of class-this shows what they have and have not learned so far.

Vocab: cartoonify, draw, design, create

MLL Spanish: caricaturizar, dibujar, diseñar, crear

MLL French: caricaturer, dessiner, concevoir, créer

Lesson: Cartooning

Unit: Cartooning

Lesson 5: Cartoonify Your Name

Pacing guide: 2 classes (40 min classes)

Objective: Learn how to turn each letter of your name into a cartoon charteen person or animal from our Bruce Blitz previous lessons

Content, Skills, and/or Resources/Materials: Bruce blitz DVD, Scrap paper, 3x 12 in white "good" paper, colored pencils, regular pencil, ruler and eraser

Procedure:

● Watch videos on cartoon letters from Bruce blitz and have students draw with him.
● Explain not all letters will be shown but they will get a basic idea how to begin
● Practice on scrap paper their name the same size and what they can turn each letter into (must be a complete face, person or animal)
● Once they have good images they can trace onto their good white paper with the light box provided in class
● Outline their name in black
● Color all details of their drawings
● Hand in for display

Vocab: cartoonify, draw, design, create

MLL Spanish: caricaturizar, dibujar, diseñar, crear

MLL French: caricaturer, dessiner, concevoir, créer

Lesson: Cartooning

Unit: Cartooning

Lesson 6: Cartoon Strip

Pacing guide: 1 week (40 min classes)

Objective: See what students have learned from the past few weeks of cartooning lessons. Put all that information into a 3-5 scene cartoon strip with cartoon effects and accessories.

Content, Skills, and/or Resources/Materials: examples from previous classes individual work, pencil, scrap paper, cartoon strip boards, sharpies and colored pencil

Procedure:

1. Look at pictures of your drawings in your portfolio showing how to draw heads of people and animals along with cartoonified furniture and bodies.
2. pick your best drawing and try to make a cartoon strip out of them. Practice drawing the people/animals in different angles (looking up, down, sideways etc)
3. The more practice on those particular characters the better. In each scene the characters you chose should be easily recognizable and the same just modified.
4. practice on scrap paper ideas of what can be happening in the cartoon. You should be making at least 3 ideas before you choose the best one.
5. Once the cartoon is broken down into boxes and colored in show to the teacher for feedback.
6. If everything looks right you can take a strip board to complete the comic strip in full. The more cartoon effects and accessories the better.
7. Outline everything in black thin sharpie and color in. Give a title, your name and date on the side listed.
8. Display for class critique. Is the comic strip easy to follow? Are there spelling errors? Are the characters the same yet modified in each scene? Is it funny?

Vocab: cartoonify, line, space, design, emphasis, detail
MLL Spanish: caricaturizar, línea, espacio, diseño, énfasis, detalle
MLL French: caricaturer, ligne, espace, conception, emphase, détail

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

VISUAL & PERFORMING ARTS
● **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.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
● 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.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

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, 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.

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.

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.
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 - Teaching Technique - Right and Left Brain

In this/these unit(s), art students will better understand **right brain and left brain thinking** in art.

Unit Rationale:

The brain is complex and tasks require using both sides of the brain. There are different strategies that trigger the use of both sides of the brain.

Essential Questions / Enduring Understandings

Essential Questions
- How do you explain realism and its association with the real world?
- Why should you use art materials safely?
- How do artists create realistic artwork?
- What techniques do abstract artists use?
- What is abstract art?
- How do viewers interpret realism in artwork?
- How do viewers interpret abstract art?

Enduring Understandings
- Students will understand people can encourage creativity by playing music while working
- Creativity is an essential skill that can be developed for more left brain thinkers
- Artists consider various techniques when tapping into both sides of the brain
- Visual imagery shapes understandings of the world around us
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand / recognize the brain is divided into two hemispheres
- Right brain - controls left side of body, creativity, visual skills, intuition
- Left side controls sequencing, math, language
- Build balance using two sides of the brain

Assessment Questions to be Asked:

Could they explain right brain and left brain? Which side of the brain took over in the first drawing? Did they have a big difference in comparing the two images?

Benchmark: Ask what abstract and realism are before/end of the unit

Formative: Direct observation, checklist, exit ticket, flipped classroom tasks, draw with eyes closed, draw upside down

Summative [Opportunity, Developing, Meets, Exemplary]: critique, share what was learned and why it is important, evaluate ability to utilize both sides of brain, open ended drawing prompts

Alternative: give an outline of the lesson, work with a partner, extra time, simplify the drawn given, give smaller image

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]
- Artists: Right and Left Brain 5:39
- Read article: Funderstanding Right Brain or Left Brain: Children and Creativity

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Lesson: Teaching Technique - Right and Left Brain

Unit: Teaching Technique

Lesson: Right Brain versus Left Brain - Upside down vs right side up drawing

Pacing guide : 2 days (40 min classes)

Objective : Compare drawings from the left brain "symbol bank" with artwork of similar objects using the right side of the brain.

SEL Integration and LGBTQ Integration- SEL will be an underlying theme in various lessons throughout the school year. The lesson titled, "Upside down vs right side up drawing" allows students to compare how their brains work. Are they more right brain or left brain thinkers? Many of these lessons also incorporate LGBTQ artists to explore.

Content, Skills, and/or Resources/Materials: 2 pieces of 8x10 white paper, photocopy of Picasso's drawing to render, pencil, eraser, clock and colored construction paper size 12x18

Procedure:
- Explain to the class that the Brain stores information in its left and right hemispheres. Each side of the brain has its own set of strengths. Ask which brain do you use most? or if they even know?
- Show images on the doc camera from online as well as pass out to help with this theory.
- pass out "Vases & Faces" image
  What do you see first in the black and white picture?
  Left brain has a difficult time seeing mirror images, so it sees the vase first. Right brain sees the faces first.
- Refer to "Left Brain/Right Brain" handout. Briefly highlight interesting aspects of the handout to students.
- Regardless of our strengths, developing skills on both sides of the brain help us learn and to become better artists!
- The left brain collects visual symbols that represent images we have seen. The older we get, the larger our symbol bank becomes. We stop noticing things around us--we think we already know what they look like.
- Explain to the class we will be drawing the same image two times one per period.
- The first day we will be drawing the picture upside down and the second day right side up
- Both images will then be glued on the large construction paper. On top of each write which was drawn upside down and which rightside up.

- display

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

VISUAL & PERFORMING ARTS

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- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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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.

Media Arts
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artworks, such as cultural and societal knowledge, research and exemplary works.

NJSLS - 8.1 Computer Science & Design Thinking Skills
- **Technology:**
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- 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.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
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CRP9. Model integrity, ethical leadership and effective management.
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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 - Elements of Art: Positive and Negative Spaces

In this/these unit(s), art students will better understand **positive and negative spaces in art** through drawing and painting.

Unit Rationale:

Students will create an understanding of how perspective is defined giving them the ability to create depth and space. The idea of relativity and putting things in perspective is something that students can translate and connect to other areas of life.

Essential Questions / Enduring Understandings

Essential Questions
- Why is it important to understand positive and negative spaces?
- How do artists use shapes and forms to create both types of spaces?
- What does it mean to balance [positive and negative space in artwork?
- How do you define positive space and negative space?
- Can negative space be as impactful as the positive space?
- How does your art help others see things that are in both spaces?

Enduring Understandings
- Students will understand that positive space is the area of focus
- Students will understand that negative space is the area located around the positive space
- Balance should be identifiable between positive and negative space
- Students will be able to create objects of various shapes and sized in both spaces
- Students will have the opportunity to investigate and make connections to other pieces of art
- Students may make connections with other pieces of their own artwork

Skills / Knowledge Objectives

- Understand / recognize the difference between positive (area of interest) and negative (area around area of interest)
- Identify and create focal points, balance, proportion
- Think about instances where objects are in the positive and negative spaces
- Use knowledge from being introduced to perspective, balance, background, mood, elements of art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Could they explain positive and negative space? What is the main subject in a positive space? Describe the negative space in art examples. Did they pay attention to what spaces are overlapped and need to be filled?

Are spots next to each other colored using different colors and not the same?

Benchmark: Ask what positive and negative space are before/end of the unit

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

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

Alternative: give an outline of the lesson, work with a partner, extra time, give simple stencil shapes to trace and overlap. Use less colors and steps.

Enrichment: identify colors in a variety of ways

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 <u>Art Books on Space</u>
- <u>Positive and Negative Space</u> video 2:43

Lesson: Elements - Positive vs Negative Space

Unit: Positive vs Negative Space

Lesson: shapes overlapping design

Pacing guide: 2-3 classes (40 minutes each)

Objective: Learn the difference between positive and negative space with shapes while creating an abstract design

Content, Skills, and/or Resources/Materials: white 8x10 paper, pencil, colored pencils and various shapes to trace

Procedure, Activity: (Some may chose to work on their tablet)
- start by tracing with pencil several objects all over the paper making sure part of each drawing has something overlapping it. The more objects overlap the better the image looks.
- Only the areas that overlap will be colored in.
- If two spaces next to each other need to be filled in make sure to use different colors.
- Display

Vocabulary: overlap, positive vs negative, design, color, create, abstract

MLL Spanish: superposición, positivo vs negativo, diseño, color, crear, resumen

MLL French:chevauchement, positif contre négatif, conception, couleur, créer, abstrait

<u>Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8</u>

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- 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
- 8.1.8.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.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.
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 **painting, micrography, sculpture, quilling**

and word art.

Unit Rationale:
Students will develop critical thinking skills and creativity with opportunities to better understand sculpture, painting 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 a painting and communicate its meaning to others?
- What does it mean to identify expressions?
- How do you define painting?
- How does knowing the context of art forms help create future art?
- What does it mean to explore visual imagery?
- How can you incorporate art with other subjects?

Enduring Understandings
- Students will understand they paint
- Students will hone in on deep thinking experiences about purpose and interpretation
- Students will understand how painting encourages the use of senses
- Problem solving skills are developed through painting
- 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 micrography, word art, painting or sculpture? If they drew an image did they use the resist correctly so you can see what they drew? Did they utilize the entire silk loom? Is the Design aesthetically pleasing?

Lesson 2, add**:** Rubric attached when assignment handed in.

Did they write in all caps? did they utilize the entire 12x18 paper? Are there little white spaces in between words? Is the person's name in the image? Is it legible?

Lesson 3, add: Sculpture: Did they wrap the sculpture well supporting the head and arms?

Is the paint showing various colors ? Is the entire image colored with no white left behind?

Is the drawing completely colored like the original image?

Lesson 4: Are the rolls staying in place glued to the board or are they opening up?

Is the design recognizable and does it flow?

Lesson 5: Did the pictures look like the word drawn?

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, pumpkin template

Aids to trace on the silk that are simple, break down of steps for personal use

Create light pencil lines for students to use to write on neatly (spacial awareness). Write larger than others, give more time.

Lesson 4: Use a pattern for them to glue to instead of coming up with their own. Smaller project.

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
- The Art of Education: 70 books on famous artists

Lesson: Art Form - Painting

Unit: Painting
Lesson 1: Silk Painting Hoops
Objective: Try a new way to paint with dye and silk. Use resist and salt to change the effect of the painting.

Content, Skills, and/or Resources/Materials: 30 silk hoops, silk dyes, containers to hold the dye, chinese paint brushes for each student, Jacquard silk salt, resist (6) one per table, instructions and pictures students can use to trace along with other references

Procedure:
- put a tiny drop of each color in a cup for the table to share along with a cup of water to wash the brush
- you can paint free form onto the silk hoop or trace an image to the silk hoop
- If drawing a picture: apply resist carefully along any lines you want to separate otherwise they will bleed together and you won't see an image
- while dropping salt crystals on the painted silk for a sparkle crystal effect.
- let dry at least a half hour or overnight if in class

Display

http://www.jacquardproducts.com/assets/jacquard-site/product-pages/kits-and-class%20packs/class-packs/Silk%20Colors%20Class%20Pack%20Instructions.pdf.

Vocabulary: resist, color, line, texture, movement, balance

MLL Spanish: resistir, color, línea, textura, movimiento, equilibrio.

MLL French:résister, couleur, ligne, texture, mouvement, équilibre

Lesson: Art Form - Micrography

Unit: Micrography
Lesson 2: Enlarged Micrography or Typography image of himself or illustrated image[lesson 3]
Pacing guide: 2 weeks (4 min classes)

Objective: Micrography is art with text. The process of Micrography is "employing minuscule script to create abstract shapes or figurative designs".

Students will be creating this art using a picture of a famous singer, athlete, themselves , artist or actor.

Content, Skills, and/or Resources/Materials: Internet access, book on the artist they researched, picture of the artist, pencil, tracing paper, 11x14 white paper(or 12x18) overhead projector and colored fine point sharpies.

Procedures:

· 	Pass around a list of possible people your students can pick to research. Have them sign their names next to the artist's name.

· 	Students may research this famous person online and print song lyrics or take out a book from the library that tells about the person.

· 	Print from the internet a clear picture of the artist or athlete using tracing paper or a pencil. If there is no internet access, get a picture from the book they are using.

· 	Place the traced paper on the overhead projector and enlarge the image. Retrace on large white paper.

· 	Using colored sharpies fill in the image with text from the lyrics or book to complete the face and clothing. Follow the lines of the face and try to get detail with color.

· 	Display completed work with the original image to compare.

Or_ Use artist books and have each student pick their favorite artist. Copy one of their famous works of art. In the picture use the story of the artist's life to add depth and color to the image

Writing across content areas: Art Topics Bank by Grade Level

Vocabulary: micrography, abstract, contour, positive/negative shapes, form, shade, critique

MLL Spanish: micrografía, resumen, contorno, formas positivas/negativas, forma, sombra, crítica

MLL French: micrographie, abstrait, contour, formes positives/négatives, forme, ombre, critique

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Lesson: Art Form - Sculpture

Unit: Sculpture

Lesson 3: Edvard Munch

Pacing guide: 4 classes

Objective: Incorporate art history with the surreal artist Edvard Munch and have students create a sculpture of the famous SCREAM painting

Content, Skills, and/or Resources/Materials: Posters with information on the artist and the meaning behind the famous "Scream Painting"., photos copies of black and white outline of the scream painting , colored pencils, visuals from the computer displayed on the screen, 6 in cone, styrofoam ball , plaster craft, popsicle sticks with larger ends, paint, paint bushes, water and a bucket and blue trays

Procedure:

● Pass out papers of a black and white version of the scream
● show the image on the large projector
● give a description of the meaning behind the scream and tell its story
● tell the class how the pastel on board version painted in 1895 was sold at sotheby's auction for $120 million in May of 2012. Most expensive ever sold!
● Show an example of the sculpture the students will be recreating which represents the image in the painting.

- While some will be putting together the sculpture first others will be coloring the image and then they will switch

The sculpture:
- have strips of the plaster cut already and show them how to cut more if they run out.
- Inside the cone with a marker have students write their name and grade
- Use trays
- dip plaster strip in water and rub together to activate
- carefully wrap strips around the cone to the top.
- add the styrofoam ball to the top of the cone and wrap to make it look like a body
- Keep showing the final image so they get the idea of how it should look
- take two popsicle sticks and position them so the wide part will be against the styrofoam balls on the side like hands on a face.
- wrap carefully and rub strips together on the sculpture
- keep wrapping until entire image is covered and study
- allow it to dry overnight and next day paint.

Day two: paint
- PAint the head body and arms leaving the hands exposed - black
- add blue and brown streaks into the design- refer to painting
- add peach flesh color to the head, neck and arms but be sure to include a little green and glue- refer to image
- Let dry overnight

Vocab: sculpture, paining, arms, body, head, hands, plaster
MLL Spanish:escultura, dolor, brazos, cuerpo, cabeza, manos, yeso
MLL French: sculpture, douleur, bras, corps, tête, mains, plâtre

Lesson: Art Form - Quilling

Unit: Quilling
Lesson 4: Quilling
Pacing classes: 1 week
Objective: Students will learn about paper quilling and the art of rolled paper. They will also investigate patterns and forms found in nature.

Content, Skills, and/or Resources/Materials: board, directions for each student printed out, quilling strips , glue and quilling tool
Procedure:
1. Give children a handful of paper and let them practice making a tight roll.
2. Children can make a tiny fold at one end of the paper, and roll it all the way to the end.
3. Encourage your students to let go of the spiralled roll a little, so there is a little space between the turns of the roll.
4. The rolls can be secured with glue.
5. Rolls can be round or oval in shape. Round rolls can be pinched at either end to make flower petal shapes.
6. You can make many other shapes by pinching the roll in different areas.(show examples)
7. You can glue shapes together to make flowers, insects, animals ... etc.
8. It is important to assemble the rolls on the cardboard so that the spirals are visible, not the edge of the roll.

Vocabulary: quill, quilling, roll, balance, space, form, pattern, balance, space

MLL Spanish: pluma de ave, quilling, rodar, equilibrar, espacio, formar, modelo, equilibrar, espacio

MLL French: plume, quilling, rouleau, équilibre, espace, forme, modèle, équilibre, espace

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Lesson: Art Form - Word Art

Unit: Word Art

Lesson 5: Word Art

Objective: Be able to explain a word by using its actual images.

Pacing guide: 3-5 classes

Content, Skills, and/or Resources/Materials: Ruler , 9x12 white paper, pencil, eraser, colored sharpies and colored pencil

Procedure:

1. Have each students Pick a five letter word
2. On the 8x10 paper ask them to draw five 2inx2in boxes and fill in their five letter word using one letter in each box
3. They will have to draw the letters in bubble or Block form for this lesson
4. In each letter show them how to draw a picture that has to do with the meaning of the word.

Example: FENCE: In the letters they will draw various styles of fences, leaving the background of the letter untouched.

Vocabulary: fonts, design, movement, emphasis

MLL Spanish: fuentes, diseño, movimiento, énfasis.

MLL French: polices, design, mouvement, emphase

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.

NJSLS - ELA Literacy
W.7.2.D
NJSLSA.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.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.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.
NJSLSA.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.
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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.
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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 - Half Face Portrait
In this/these unit(s), art students will better understand **half Face portrait art**.

Unit Rationale:
Students will explore and celebrate diversity and self-expression by creating portraits and half faces. Creating half face art will allow all students to explore and choose colors and looks of their skin tone of choice, to accurately reflect skin color. Students will have time to brainstorm ways to express their interests while considering emotion and color for the half face they create.

Essential Questions / Enduring Understandings

Essential Questions
- What is a self face?
- What does it mean to create a self face?
- How do you define a self face to a friend?

Enduring Understandings
- Students will understand what self face means
- Students will learn to experiment and explore self face
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand / recognize proportion

- Identify what techniques and artistic skills are needed to become more artistic
- 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:

Could they explain half face drawing? Are there hard lines where there should be shading? Did they use a ruler? Is the face symmetrical? Did the students draw accurately? Are the facial features accurate?

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

Half Face: Mark the outline of the face for them to work from, checklist of steps and distances between face parts. Stencils to use for lessons. Use a mirror, photograph, worksheet, as needed.

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
- Half Face Photo Self Portrait video 7:51

Lesson: Half Face Portrait

Unit: Half Face

Unit: Portrait - Half face

Lesson: Half Face

Pacing guide: 3 classes

Objective: Create a shaded face using symmetry, measuring, and balance

Content, Skills, and/or Resources/Materials: Photocopy of a portrait from a magazine cut in half, white paper, pencil, glue, ruler, eraser and shader

Procedure:
- Pass out faces so no two people have opposite sides of the image
- Glue photocopy to white paper down to the side it should be on leaving the other side open to complete
- Using a ruler measure the photocopy face image and mark the side you will be drawing on so they are symmetrical
- blend pencil lines so they are not harsh outlines.
- Make sure dark areas are black to show contrast
- Add all detail see you in the image

Vocabulary: symmetry, shade, blend, depth, contrast, measure, half face

MLL Spanish: simetría, sombra, mezcla, profundidad, contraste, medida, media cara

MLL French: symétrie, ombre, mélange, profondeur, contraste, mesuré, demi-visage

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

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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.
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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