

**Bedminster Township School**

**Subject Area: Art**

**Grade Level: 8**

**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)

**Writing across content areas: Art Topics Bank by Grade Level**

**Overview - POINTILLISM with Pen and Ink**

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

**Unit Rationale:**

Students will define the style of painting called pointillism and how to recognize and use it properly in art. This information is helpful for students to learn since it gives them familiarity with color, layering, and contrast when creating detail in drawing and painting. Students will be able to understand what it is like to draw and layer colors using a variety of tools.

**Essential Questions / Enduring Understandings**

**Essential Questions**

- Why is it important to layer colors?
- How does it feel to use dots to create art?
- What does contrast mean?
- What are pixels?
- How do you define the word pointillism?
- What is a collection of colored dots?
- How does your art look close up and far away?

**Enduring Understandings**

- Students will understand they need several reference images to choose from
- Students will understand how to dab colors “dots”
- Define how differing pressure will impact artwork
- Students will layer/mix/blend primary colors with other colors successfully
- Applying certain colors next to others will create different looks in art
- Applying dots close together will create a different look in art
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

**Skills / Knowledge Objectives**

- Understand the importance of the placement of color
- Identify and name single and multiple points
- Compose basic shapes
- Use and blend colors using different materials

- Define the vocabulary terms listed within the lesson plan

**Assessment Questions to be Asked:**

Could they create art using dots that are close together? Explain what process you used to create your art.

**Benchmark:** Ask what pointillism is before/end of the unit

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

**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

**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
- Children’s Museum of the Arts: Pointillism defined
- Pointillism

**Lesson: Pointillism**

**Unit:** Pen and Ink

**Lesson:** Pumpkin Pointillism (each marking period a different pointillism theme)

**Pacing guide:** 1 week ( 40 minute classes)

**SEL Integration and LGBTQ Integration - SEL will be an underlying theme in lessons throughout the school year. The lesson titled, “ Bottom of the Well” allows students to choose what their theme will be. They include images of what interests them such as characters from the media. If they are very artistic then this is their time to add in more detail. Many of these lessons also incorporate LGBTQ artists to explore.**

**Objective:** Students learn how to shade by using the technique of pointillism

**Content, Skills, and/or Resources/Materials:** White paper, pencil, sharpie , Georges Seurat images to reference from 4th grade and other examples

**Procedure:**

- Show examples of Georges Seurat as well as the teachers drawings in this technique
- explain how the entire drawing is done with dots( pointillism) stippling
- Pass out out line of pumpkins for reference
- Ask students to lightly draw the pumpkin design on their papers with pencil
- Explain how the dark the images should be created by placing the dots closer together
- The lighter parts are created with Less dots spread out.
- Tiny dots are gently added to the paper to complete the drawing

**Vocabulary:** pointillism, stippling, design, shape, shadow, form

MLL Spanish: puntillismo, punteado, diseño, forma, sombra, formar

MLL French:pointillisme, pointillé, conception, forme, ombre, forme

## Lesson: Pointillism

**Unit:** Pen and Ink

**Lesson:** Zentangle Design

**Pacing guide:** 1 week everyday ( 40 minute classes)

**Objective:** Students learn about pattern making and line as well as light versus dark by designing an or word and filling the image in or surrounding the word with Zentangle patterns.

**Content, Skills, and/or Resources/Materials:** White paper, pencil, sharpie , examples of student work and packets/books with step by step zentangle patterns.

### Procedure:

- Show examples of Georges Seurat as well as the teachers drawings in this technique
- explain how the entire drawing is done with dots( pointillism) stippling
- Pass out out line of pumpkins for reference
- Ask students to lightly draw the pumpkin design on their papers with pencil
- Explain how the dark the images should be created by placing the dots closer together
- The lighter parts are created with Less dots spread out.
- Tiny dots are gently added to the paper to complete the drawing

**Vocabulary:** pointillism, stippling, design, shape, shadow, form

MLL Spanish: puntillismo, punteado, diseño, forma, sombra, formar

MLL French:pointillisme, pointillé, conception, forme, ombre, forme

### 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.

### **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.

### **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.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.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 - Perspective Drawing**

In this/these unit(s), art students will better understand **perspective drawing** 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 know how to draw from a one-point & two-point perspective?
- How does it feel to create a perspective drawing using horizon lines, vanishing points, shapes?
- What does it mean to identify which sides of a shape would be hidden from view?
- How do you define perspective?
- What does it mean to take a different view or find another solution?
- How does your art help see things that are in perspective?

### Enduring Understandings

- Students will understand they can put things in perspective
- Students will understand how perspective pertains to relativity
- Define how relativity and perspective affect their lives
- Students will be able to see the bigger picture of their work
- 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 the difference between one-point and two-point perspective
- Identify lines in space
- Think about instances where perspective affects decisions in life
- Use knowledge from being introduced to perspective, horizon lines, one-point perspective
- Define the vocabulary terms listed within the lesson plan

### Assessment Questions to be Asked:

Could they explain perspective and relativity?

**Benchmark:** Ask what perspective and relativity are before/end of the unit

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

**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

**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
- Children's Museum of the Arts: [Pointillism defined](#)

### Lesson: Perspective Drawing

**Unit: Perspective Drawing**

**Lesson: Bottom of the well (worms eye view)**

**Pacing guide : 1 week everyday (40 minute classes)**

**6 Day Schedule will take 2 weeks to complete**

**Objective:** Get a better understanding of depth, space and perspective

**Content, Skills, and/or Resources/Materials:** 12x18 paper, pencil, colored pencils, circle to trace examples of past student work along with teacher example and pictures of animals looking up for the class to choose from if they need extra help

**Procedure:**

1. Draw a circle in one of the top corners
2. Pick an animal, person or character to trace at the bottom of the paper.( the image should be facing the hole for it to make sense.)
3. Think of what the image would be looking up at from the hole and draw it. ( use animated movie ideas, television show characters, etc.
4. Add full color to the image in the circle and add background around the top image.
5. Add color to the image at the bottom of the well and shadow the body.
6. Start making bricks or stone in a circle around the hole as if it was a well. The bricks/stones will be small and lighter towards the top and larger and darker as they head down to the bottom.
7. Add a shadow under your animal/ image ( find your light source)
8. Use two colors when shading the bricks. Use a dark brown or black to trace over the bricks to look like cement.
9. Display and critique

**Vocabulary:** depth, space, perspective, shade, trace, pattern

MLL Spanish: profundidad, espacio, perspectiva, sombra, rastro, modelo

MLL French:profondeur, espace, perspective, ombre, trace, motif

**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.

### **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 - Painting

In this/these unit(s), art students will better understand **painting**.

### Unit Rationale:

Students will develop critical thinking skills and creativity with opportunities to better understand painting. 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?
- 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 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 be a better painter
- 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 painting?

**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

**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
- Children's Museum of the Arts: [Pointillism defined](#)



## Lesson: Perspective Drawing/Painting

### Unit: Painting

#### Lesson : Watercolor pencil

**Objective:** Learn how to balance water and color while using water color pencil to paint a 5x7 image.

**Pacing guide:** 2-3 day

**Content, Skills, and/or Resources/Materials:** 5x7 watercolor paper, watercolor pencils, water, paint brush, pencil, eraser, cup, image

#### Procedure:

1. Decide on what image you would like to draw. Have students research on the computer and print out an image as well as have an image available to use.
2. Once image is selected have them trace or freehand the image lightly onto the water color paper
3. On the board display images of 4 ways to use the water color pencils and discuss the effects each one creates.
4. Talk to each student about the effect they want to achieve with the image (light muted color, or a darker richer look). Help them choose which way to paint would best fit their image.
5. After image is redrawn , pick out your colors , get a cup, paint brush and paper towel
6. Remind them to always have a point on their paint brush and never spread out their bristles
7. Paint brush should always be wet
8. Follow the technique written out step by step for the look they want to achieve on the board
9. Put their name and place on a rack to dry overnight
10. Display and critique.

**Vocab:** line, design, create, value, shade, perspective,color, image, watercolor, blend

MLL Spanish: Línea, diseño, creación, valor, sombra, perspectiva, color, imagen, acuarela, mezcla.

MLL French:ligne, conception, créer, valeur, ombre, perspective, couleur, image, aquarelle, mélange

## Lesson: Perspective Drawing

### Unit: Painting

#### Lesson: Watercolor Pencil Color Wheel

**Objective:** Create a full color wheel using watercolor pencils

**Content, Skills, and/or Resources/Materials:** watercolor pencils, water, paint rush , cups, trays, watercolor paper, HB pencil

#### Procedure:

- Show the color wheel to the students and have it out for all to see
- Come up with a circular image to fill with your color wheel and draw it on watercolor paper lightly
- Using the primary colors blend the colors to create the secondary and tertiary colors
- There are many techniques to use with these pencils so show the methods on the poster first to the class and let them choose depending if they want it light or dark.
- Paint it carefully staying in the lines
- Let it dry over night and display

**Vocabulary:** line, design, blend, color wheel, primary, secondary and tertiary colors

MLL Spanish: línea, diseño, mezcla, círculo cromático, colores primarios, secundarios y terciarios  
MLL French: ligne, design, mélange, roue chromatique, couleurs primaires, secondaires et tertiaires

### **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.

### **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.

### **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 - Elements of Art**

In this/these unit(s), art students will better understand **the elements of art**.

#### **Unit Rationale:**

The foundations of artwork require the elements of art, including line, value, color, space, shape, form and texture..

### **Essential Questions / Enduring Understandings**

#### **Essential Questions**

- Why do artists choose certain tools and techniques for their art?
- Why should you use art materials safely?
- How are the elements of art used to express ideas?
- How does life experience reflect in artwork?
- What can we learn from art?
- How is art a form of communication?

#### **Enduring Understandings**

- Students will understand the elements of art
- 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 be a better painter
- 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 painting?

**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

**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: Elements of Art**

**Unit:** Elements of Art

**Lesson:** Elements of Art Collage

**Pacing guide:** 1 week

**Objective:** Students learn vocabulary and definitions of new terms in art as well as create their own images for each definition on one sheet of 12x18 paper.

**Content, Skills, and/or Resources/Materials:** 12x18 white paper, markers, crayon, paint, craypas, colored pencil, eraser, ruler, finished example for display, pencil and sharpie black marker

**Procedure:**

1. On a large 12x18 paper draw an image which can fill most of the paper.
2. Fold paper long ways( hot dog ). Then fold one side in and the other side in so when you open the paper it creates 6 boxes.
3. In each box students will use different materials to create and fill the image.
4. One box they will color and shade with a pencil adding tone and value
5. One box will be crayon- color and shading, blend colors
6. One box will be colored pencil shaded the best way they can- dark to light ( value).
7. One box craypas shading and coloring- blend colors
8. One using a sharpie and a ruler. Lines should be as close together as possible without touching. Lines can be vertical, horizontal, zig zag , curved etc. When the drawing changes( example: branch on a limb of a tree or eye on a face) that section changes ,so do the sharpie lines.
9. Last box is watercolor.- little water and color. Show stroke, texture and or contrast with smooth strokes.
10. Display and critique.

**Vocabulary:** shade, color, form, technique, critique, line, value, contrast, blend, texture, zig zag, space, shape  
MLL Spanish: Vocabulario: sombra, color, forma, técnica, crítica, línea, valor, contraste, mezcla, textura, zig zag, espacio, forma  
MLL French: Vocabulaire : ombre, couleur, forme, technique, critique, ligne, valeur, contraste, mélangé, texturé, zigzag, espace, forme

### **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.

### **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.

### **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 - Elements of Art - Realism and Abstract**

In this/these unit(s), art students will better understand **the elements of art**.

#### **Unit Rationale:**

The foundations of art require an understanding of new skills and also the retrieval of prior knowledge.

### **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 create and interact with art

- Creativity is an essential skill that can be developed
- Artists consider various techniques when creating artwork
- Visual imagery shapes understandings of the world around us
- Students may make connections with other pieces of their artwork

### Skills / Knowledge Objectives

- Understand / recognize abstract art and realism
- Learn how to identify the elements of art
- Think about how to explore sources that inspire creativity
- Use knowledge and built freedom from being introduced to other art techniques
- Define the vocabulary terms listed within the lesson plan

#### Assessment Questions to be Asked:

Could they explain realism and abstract?

**Benchmark:** Ask what abstract and realism 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

**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]
- [Kandinsky for Kids Abstract Art 6:04](#)
- [Abstract Art Pixar 11:05](#)

### Lesson: Elements of Art: Realism, Abstract

#### Unit - Drawing Hands Realism

##### Lesson: Hand Sketches

1)5 hand drawings at different angles which lead to the Hand in Location next assignment

##### 2)Hands in Location

**Pacing guide:** 1.5 weeks

**Objective:** First students learned how to draw realistic hands in different angles. A research lesson on a location is then added to the assignment to incorporate the hand doing something in that particular location

**Content, Skills, and/or Resources/Materials:** 12x18 paper, hand drawings, hand sculptures( wood and plaster) each student's own hand, drawing pencils with different graphite, shaders, erasers and printed images on the selected location.

#### Procedure:

1. Practice drawing a hand in 5 different ways each shaded with light and dark values

2. Then students try to draw their own hand holding or doing something that it may be doing in their final assignment
3. Once a hand is perfected as best it could be students then redraw that hand in realistic size and proportion to the 12x18 paper.
4. Bring in books or images of the location chosen by each student and what makes that location interesting or well known.
5. Using tracing paper or free hand start creating a collage of images around, on and throughout the paper.
6. Everything is to be colored except the hand which is to be shaded realistically.
7. On the back of the paper list the 15 or more items you chose to draw in your “Hand in Location” assignment
8. Requirement is 15 items but if students list and show more than 15 items extra credit will be given.
9. Last day is presentations split into two groups.
10. Students can tell each other if the collage looks well put together or if areas look like they needed something added.
11. Half will present one day and the other half the next day. Classmates may ask any question about the project and presentation.
12. Display in the hallway after presentations.

**Vocab:** realism, abstract, line, design, create, value, shade, perperspective, create, color

MLL Spanish: realismo, resumen, línea, diseño, crear, valor, sombra, perspectiva, color

MLL French: réalisme, abstrait, ligne, conception, créer, valeur, ombre, perspective, créer, couleur

### **Lesson: Elements of Art: Realism, Abstract**

**Unit:** Drawing Realism

**Lesson:** Face parts

**Pacing guide:** 1 week (40 min classes)

**Objective:** Learn how to shade and draw a face correctly by breaking down each part of the face into separate boxes.

**Content, Skills, and/or Resources/Materials:** 12x18 paper, various pencil leads from HB- B, blending tool and photocopies of different face parts.

**Procedure**

- label each box on top so you know where you will be drawing which part. Put your name and class in the bottom right corner
- start with the eye in the top left box. Using your thumb and pointer finger measure how large the eye is and mark your paper. You will be doing this for each box.
- Explain how to use the blending tool and how to NOT over blend as to take the image out.
- Discuss shadows and depth
- Continue this for each face part: nose, ears, eyes and brows, teeth and so on.

Display for critique when finished.

**Vocab:** realism, abstract, line, design, create, value, shade, perperspective, create, color

MLL Spanish: realismo, resumen, línea, diseño, crear, valor, sombra, perspectiva, color

MLL French: réalisme, abstrait, ligne, conception, créer, valeur, ombre, perspective, créer, couleur



MLL Spanish: realismo, resumen, línea, diseño, crear, valor, sombra, perspectiva, color  
MLL French: réalisme, abstrait, ligne, conception, créer, valeur, ombre, perspective, créer, couleur

### **Lesson: Elements of Art: Realism, Abstract**

**Unit:** Realism vs Abstract

**Lesson:** Split Personality

**Pacing guide:** 3-4 days

**Supplies:** White paper, pencil, eraser, colored pencils, magazines

**Procedure:**

\*Prior knowledge:

- How to draw the other side of a portrait in symmetry with shadow and blending .
- Students will draw half a realistic self-portrait
- Students will draw the other side of their self-portrait abstractly by drawing who they think they are not what they look like, using symbols, shapes, and objects.
- Students will make a portrait that shows technical skills using the pencils, color, shading, value and composition

**Vocabulary:** abstraction, symbolism, contour line, shading, cross-hatching, value, proportions, Contour, line, highlights, composition, realistic

MLL Spanish: abstracción, simbolismo, línea de contorno, sombreado, rayado cruzado, valor, proporciones, contorno, línea, reflejos, composición, realista

MLL French: abstraction, symbolisme, ligne de contour, ombrage, hachures, valeur, proportions, contour, ligne, reflets, composition, réaliste

Art making Processes and Techniques: Sketch, layout, measure

Art Elements/Principles of Design: Value, shape, line, balance, proportion, procedure

### **Alternate Lesson: Elements of Art: Realism, Abstract**

**Unit:** Realism

**Lesson:** Crushed Cans

**Supplies:** Aluminum Can for each student, White paper, pencils ( soft and hard lead) , tortillon

**Objective :** Learn how to draw a form in different stages

### **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.

### **NJSLS - 8.1 Computer Science & Design Thinking Skills**

- **Technology:**
- 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.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

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

- 9.1 Career Readiness, Life Literacies, and Key Skills
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. Individuals can use their talents, resources, and abilities to give back.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
- 9.4 Life Literacies and Key Skills
- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and

relevance of information, in media, data, or other resources

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience .

### **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. Students will explore art during the time of The Holocaust..

#### **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, pop art, comic style art? 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

**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 with Klimt

Unit Topic: The World Changes - From Prejudice to Policy

Unit Goal: Students will develop an understanding of the nature, strategies and tactics used to control and influence people, and the impact it has on the targeted people and groups.

Study works of Gustav Klimt the Austrian painter and how his paintings of Jewish women were stolen by the Nazi's during the Holocaust. What impact did this situation have on the Art society? How did it impact the subjects that were used in his artwork?

**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.

### **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 - COLLAGE**

In this/these unit(s), art students will better understand **collage elements of art** and express themselves through artistic expression. Students will be encouraged to learn about elements of art and design while creating artwork that uses fine motor skills, decision-making, color, lines, shapes, form, texture, and symmetry.

**Unit Rationale:**

Students will enhance their skills with the elements of art including color, lines, shapes, form, texture, and symmetry. Students will be able to cut materials, strengthen creativity ability and coordination, and enhance language skills through art. Important skills and imagination will be developed while having fun using different textures and materials.

**Essential Questions / Enduring Understandings****Essential Questions**

- What does collage mean?
- What are the elements of art?
- What do you need to include in a collage?
- What are ways you can express mood and feeling in art?
- How do you explain collage-making to a peer?
- How can a collage represent who you are?

**Enduring Understandings**

- Students will understand the need to brainstorm, sketch, outline and think about their creation
- Students will understand that they can sketch their ideas ahead of time
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

**Skills / Knowledge Objectives**

- Use and enhance fine motor skills
- Discuss what is realistic vs abstract
- Introduce students to collage-making
- Encourage creativity and expression
- Define the vocabulary terms listed within the lesson plan

**Assessment Questions to be Asked:**

How do they explain collage?

**Benchmark:** use and explain collage before and at the end of the unit

**Formative:** Direct observation, checklist, exit ticket

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

**Alternative:** give an outline of the lesson, partner work

**Enrichment:** assist others, add to their collage in alternate language and forms

**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(s)

**Lesson:** Collage with Art History

**Unit:** Collage and Research

**Lesson:** 6 Genre Masterpiece Collage

**Pacing guide:** 1.5 weeks working everyday

**Objective:** Research styles /genres of art and artists. Combine several into one new masterpiece

**Content, Skills, and/or Resources/Materials:** computer, books on artists and artwork, overhead projector to display examples of works of art discussed in previous classes, 12x18 white paper, pencil, sharpies fine point, colored pencils, light boxes and a printer.

**Procedure:**

1. Discuss various styles of art. Write styles of the board and next to it a list of well known artists.
2. Ask the class questions about these different styles and artists so they know what they are researching, for example: Art Deco, Impressionism, Realism, Pointillism, Abstract, Cubism, Op art, Pop art, Micrography, Expressionism etc.
3. Introduce Gustav Klimt's ,artist who painted Jewish people such as Maria Altman. Art work stolen by the Nazi's during the Holocaust
4. Show the example of finished work ( teachers and students)
5. Have students use art books as well as the computer to find images they like and print them out or free hand redraw them on the big white paper to melt together.
6. Ask for help when putting your images on the page.
7. Add full color and detail. And erase pencil when done if you traced over with color
8. Mount on larger colored paper and display

**Vocabulary:** masterpiece, style, line, collage, overlapping, pointillism, micrography, impressionism, realism, op art, pop art, art deco, create, blend, Holocaust

MLL Spanish: obra maestra, estilo, línea, collage, superposición, puntillismo, micrografía, impresionismo, realismo, op art, pop art, art deco, crear, mezclar, Holocausto

MLL French: chef d'oeuvre, style, ligne, collage, chevauchement, pointillisme, micrographie, impressionnisme, réalisme, op art, pop art, art déco, créer, mélanger, Holocauste

### **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.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**

- 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.
- 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.

### **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**

- **Life Literacies & Key Skills**
- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions
- 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 - Op Art - Optical Illusion**

In this/these unit(s), students will better understand and explore **optical illusion** 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 and patterns opens up an opportunity for students to stimulate their senses.

#### **Essential Questions / Enduring Understandings**

##### **Essential Questions**

- 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 deepen their understanding of editing and manipulating shapes and images
- Students will learn to design patterns that create optical illusions
- 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 optical illusions are processed in the brain
- Identify and name types of optical illusions
- Understand that they will process information that creates a perception of an optical illusion
- Enhance their communication and collaboration skills when conversing about illusion
- Define the vocabulary terms listed within the lesson plan

### Assessment Questions to be Asked:

Can they describe optical illusion?

**Benchmark:** use and explain optical illusion 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

**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:
- MLL optical illusion, op art: Spanish “ilusión óptica, op art”
- MLL optical illusion, op art: French “illusion d’optique, op art”

## Lesson: Line / Optical Illusion

**Unit:** Optical Illusions

**Lesson:** Impossible Cube, Triangle and Rubix cube

**Pacing guide:** 1 week

**Objective:** Create optical Illusions( fool the eye) similar to artists M.C Escher and Bridget Riley

**Content, Skills, and/or Resources/Materials:** Images of Bridget Riley’s art and M.C Escher, computer, white paper, ruler,pencil and eraser

### Procedures:

- **Discuss what an optical Illusion is and how it tricks your eyes**
- **Show examples of the finished works they will be creating.**

**First Op art will be :**

1. **Impossible Cube:** use the computer , paper and pencil to recreate this image using the video provided. You can slow it down or pause if needed

**Second Op Art will be :**

1. **Impossible Triangle:** use the video on line with white paper and pencil, add shading.

**Third Op art will be :**

1. **Rubix Cube:** Use the stand up images of the step by step image provided. You must measure exactly or it will not come out right. Use a ruler to make lines straight and angles in line. Add color at the end

## 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.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**

- 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**

- 8.1.2.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.

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