

Moonachie School District Visual Arts Curriculum Grades 6-8

New Jersey Student Learning Standards

**Born on September, 2016
Revisions January, 2020**

The following maps outline the NJSL Standards for Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided - but not limited - to the list below.

Assessments:

- Various rubrics
- Glow and Grow Share
- Teacher Critique
- Peer Critique
- Thumbs up/down
- Artist Statements
- Artist Awards Carousel
- Classroom observations
- Anticipatory sets including think pair share
- Exit Cards & other closing activities
- Formative writing assessments/Research Papers
- Portfolios
- Self-reflection
- Teacher-Student Conference
- Peer Feedback

Resources:

- Smart Board & Smart Technologies
- iPad Apps
- Laptop & Desktops computers (signed out when needed)
- Teacher prepared copies of notes, directions and examples
- Easel chart pages
- Notepad SWBAT's
- Pinterest boards for student examples and inspiration
- Classroom Youtube channel for instructional videos
- Various art blogs

References:

NJ Visual Arts Standards: <http://www.state.nj.us/education/cccs/2014/arts/>

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

Common Core Literature Standards – http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf (p.11)

Websites: http://www.moonachieschool.org/pages/Robert_L__Craig_Elementary_Sch/Faculty_and_Staff/Related_Arts/Ten_Hoeve__Lee

Curriculum Details
Visual Arts - 6-8

Core Materials	Teacher Created, Grade level appropriate art supplies and materials
Interdisciplinary Connections	<p>ELA</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
Career Ready Practices	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
21st Century Themes & Skills	<p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.</p> <p>9.1.8.E.3 Compare and contrast product facts versus advertising claims</p> <p>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising</p>
Technology Standards	<p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.</p> <p>8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.</p>
Assessments	Pre & Post assessments are administered at each grade level to ensure proficiency of standards and skills.

NJ 1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and **visual art**.

Essential Question(s): How can we describe the intellectual and emotional significance conveyed by the application of the elements of art and the principles of design in different cultures and eras? How can we compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages

Vocabulary: Design, Fine Art, Assess, Picture planes, still life, portrait, landscape, contrast, symbolism, Art Movements, art techniques, art mediums, asymmetry, complementary colors, composition, content, cool colors, figurative, expressive, form, focal point, hue, intensity, monochromatic, neutral, point of view, secondary colors, tint, tone, influences.

Content Statement and Indicators (Strand D)

NOTE: By the end of [grade 8](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in VISUAL ART.

1.1.8.D.1

Content Statement: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages cultural and language barriers throughout time.

Indicator: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.1.8.D.2

Content Statement: The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

Indicator: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
1.1.5.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in	<ul style="list-style-type: none"> - Group instruction on key ideas using visual examples, teacher examples, various props, realia and student work. - Anticipatory sets to foster a contextual understanding of the 	6- Artist UnBirthday Project 1 SWBAT study and present their finding on the personal and professional aspects of a single artist. SWBAT create art in homage to them and share important facts via Prezzi, PowerPoint or other digital presentation.

<p>1.1.8.D.2</p>	<p>different historical eras and cultures.</p> <p>Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>	<p>topic at hand including think-pair share, video, or analysis of a piece.</p> <ul style="list-style-type: none"> - Closing activities to analyze student understanding of the topic including exit cards, pair-share, glow and grow, burger critique and/or rubrics with specific feedback to guide performance and future student work. - Independent work on portfolio items and projects related to topic at hand with masterworks as inspiration. - Group discussions solving where we utilize art observational skills. - Display and presentation of work throughout the school and online in the Virtual Art Gallery (utilizing available technology). 	<p>7- Artist UnBirthday Project 2 SWBAT study and present their finding on the personal and professional aspects of a single artist. SWBAT create art in homage to them and share important facts via Prezzi, PowerPoint or other digital presentation.</p> <p>SWBAT</p> <p>8- Escher Eye SWBAT compare Escher’s realistic depictions to more abstract inventions (tessellations). SWBAT create highly realistic renderings of eyes and add a symbol to the pupil that has meaning for them.</p>
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective. ● Reading related to lesson – books on hand that correspond to lesson or objective of lesson. 	<ul style="list-style-type: none"> ● Google Translate ● Peer helper/native speaker ● 1-1 Check in's ● Visual examples ● Printed directions ● Build background knowledge ● Picture Associations ● Partner Work ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellsca/folding/3u1.pdf 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Modeling ● Hard copy of SWBAT, directions and inspiration or project example ● Oral/visual reminders ● Peer assistance ● Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Early Morning Art -2X weekly tutoring ● After school program ● Parental contact ● Student mentoring ● Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come and complete work while we listen to music, eat and create. ● Remind 101

<ul style="list-style-type: none">● Peer tutoring – students can show mastery by explaining and assisting peers in completion of work.● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom● Ask Me Artist – honor given to best listener and most prepared student each class.		<ul style="list-style-type: none">● Allow students to borrow materials for work at home● Oral reminders	
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Visual Arts Curriculum: Grades 6-8

NJ 1.2 History of the Arts and Culture - All students will understand the role, development, and influence of the arts throughout history and across cultures.

Essential Question(s): How do art and culture affect each other? What artistic elements are associated with specific genres? What are some of the contributions of specific artists? How did that impact that genre and future art and/or culture?

Vocabulary: Perspective, Time line, Art Movements (Pre-Historic, Surrealism, Dada, Pop Art, Pointillism, Cubism, Realism, Impressionism), Non-Objective, Abstract, Realism, Influence, Artists, Sculptor, Craftsman, Painter, Holidays and Cultural Celebrations, symbolism, politics, museum, critic/critique, cultural movement, artistic motivation, lens of time.

Content Statement and Indicators (Strand A)

NOTE: By the end of [grade 8](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

1.2.8.A.1.

Content Statement: Technological changes have and will continue to substantially influence the development and nature of the arts

Indicator: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2

Content Statement: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

Indicator: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3

Content Statement: The arts reflect cultural mores and personal aesthetics throughout the ages.

Indicator: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	<ul style="list-style-type: none"> - Collaborative art to demonstrate the value of working together as a community. - Participation in community events and contests. 	6- Keep Calm War Effort Poster SWBAT learn the history and context of the famed Keep Calm Posters, and then create their own. SWBAT to discuss the value of mass produced art, advertising art and propaganda.
1.2.8.A.2	Differentiate past and contemporary works of dance,	<ul style="list-style-type: none"> - Group instruction on key ideas using visual examples, teacher 	7- Hokusai (Visiting Art Show)

<p>1.2.8.A.3</p>	<p>music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<p>examples, various props, realia and student work.</p> <ul style="list-style-type: none"> - Anticipatory sets to foster a contextual understanding of the topic at hand including think-pair share, video, or analysis of a piece. - Closing activities to analyze student understanding of the topic including exit cards, pair-share, glow and grow, burger critique and/or rubrics with specific feedback to guide performance and future student work. - Independent work on portfolio items and projects related to topic at hand. - Group discussions solving where we utilize art observational skills. - Display and presentation of work throughout the school and online in the Virtual Art Gallery (utilizing available technology). 	<p>SWBAT enjoy the spectacle of the travelling art show and learn about an artist in context of their heritage, culture, nationality, training, influences, personal life and work. SWBAT note the importance of trade and the developing ease of travel as direct influences on Hokusai having access to and finally adopting Western influences into his style.</p> <p>8- Cubist Cartoons SWBAT learn about the Cubist movement and the related artists as well as the backlash they experienced when proposing this revolutionary idea to the art world. Students will then use the elements of cubism to modify an existing characters likeness. SWBAT cite reasons for this radical change in art and its perception (e.g. Industrial Revolution).</p>
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective. ● Reading related to lesson – books on hand that correspond to 	<ul style="list-style-type: none"> ● Google Translate ● Peer helper/native speaker ● 1-1 Check in's ● Visual examples ● Printed directions ● Build background knowledge ● Picture Associations ● Partner Work ● For more, see http://www.state.nj.us/educati 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Modeling ● Hard copy of SWBAT, directions and inspiration or project example ● Oral/visual reminders ● Peer assistance 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Early Morning Art -2X weekly tutoring ● After school program ● Parental contact ● Student mentoring ● Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come

<p>lesson or objective of lesson.</p> <ul style="list-style-type: none"> • Peer tutoring – students can show mastery by explaining and assisting peers in completion of work. • ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom • Ask Me Artist – honor given to best listener and most prepared student each class. 	<p>on/modelcurriculum/ela/ellscalfolding/3u1.pdf</p>	<ul style="list-style-type: none"> • Refer to each student’s IEP for more specific modifications 	<p>and complete work while we listen to music, eat and create.</p>
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Visual Arts Curriculum: Grades 6-8

NJ 1.3 Performing- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Essential Question(s): How do we incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of **art media** and **art mediums** to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)? How can and how should we apply the various art media/medium and technology to and processes in the creation of allegorical, theme- based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals? What are strategies to use when identifying genres of art (including realism, abstract/nonobjective art, and conceptual art)? How should we use appropriate art vocabulary, and go about solving hands-on visual problems using a variety of genre styles as models? Can you delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content? How can we examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and **historical eras**, and use these visual statements as inspiration for original artworks? What are some ways to synthesize the physical properties, processes, and techniques for visual communication in multiple **art media** (including digital media), and apply this knowledge to the creation of original artworks?

Vocabulary: Synthesize, illusion, optical/optic, allegorical art, genres, multicultural, Industrialism, propaganda, display, present, mixed media, mediums, techniques, methods, mounting, scumbling, burnishing, cross hatching, hatching, sketching, blending, transition, crayon resist, collage, overlapping, foreground, middle ground, background, depth, graphic art, craftsmanship, color spectrum, gridding, visual metaphor, symbolism, vanishing line, horizon line, orientation, horizontal, vertical, impact, printmaking, performance art, installation art, organic, thumbnail, gesture drawing, conceptual art.

Content Statement and Indicators (Strand D)

NOTE: By the end of [grade 8](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and **VISUAL ART**.

1.3.8.D.1

Content Statement: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.

Indicators: Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.8.D.2

Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.

Indicator: Identify common and distinct characteristics of artworks from diverse cultural and historical eras of visual art using age –appropriate stylistic terminology (cubist, surreal, optic, impressionistic) and experiments with various compositional approaches influenced by these styles.

1.3.8.D.3

Content Statement: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.

Indicator: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4

Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4

Content Statement: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

Indicator: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.3.5.D.5

Content Statement: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem solving skills

Indicator: Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
1.3.5.D.1	<p>Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p>	<ul style="list-style-type: none"> - Demonstrations - Physical modeling of spatial relationship - Song cues - Musical connections to lessons - Several technology based art projects - Visual examples – teacher, student, peer, famous masterpieces, modern working artist examples. - Element and Principles Posters - Methods and Mediums handouts and demonstrations, classroom visuals 	<p>6- Line Art Lions SWBAT to create a realistic lion with creative patterns inspired by nature in a limited color palette with the aim of achieving balance. SWBAT examine example of realism and non-objective art and find the delicate balance.</p>
1.3.5.D.2	<p>Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme- based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>	<ul style="list-style-type: none"> - Venn Diagrams - Visual Organizers - Stylistic references provided - Prezzi's - Powerpoints - Literature and age appropriate picture books. - Youtube read alouds. - Picture prompts or written prompts for visual creations 	<p>7- One Point Perspective Landscapes or Rooms SWBAT create illusionary depth on the page using one point perspective to design a room or create a landscape. They can add surreal elements but the rules of perspective apply throughout.</p>
1.3.5.D.3	<p>Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and</p>	<ul style="list-style-type: none"> - Art vocabulary ladder - Art materials labeled and organized by medium type and familiar materials - Art method visuals posted and detailed in packets and handouts 	<p>8- Two Point Perspective City SWBAT learn how to apply the rules of two point perspective and create a city grid with interesting architectural elements of building facades, community recreational facilities, waterways, bridges and more.</p>

<p>1.3.5.D.4</p>	<p>solve hands-on visual problems using a variety of genre styles.</p> <p>Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p>	<ul style="list-style-type: none"> - Various art mediums available and utilized throughout the year (scaffold). - Work of all mediums decorating the room - Multiple and various mediums explored throughout the year, choice given when applicable. - Collaborative art explorations in several projects - Technology projects infused into the curriculum 	
<p>1.3.2.D.5</p>	<p>Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</p>		
<p>13.2.D.6</p>	<p>Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p>		

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective. ● Reading related to lesson – books on hand that correspond to lesson or objective of lesson. ● Peer tutoring – students can show mastery by explaining and assisting peers in completion of work. ● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom ● Ask Me Artist – honor given to best listener and most prepared student each class. ● Work displayed in glass case at front of building. ● Participation in special contests. 	<ul style="list-style-type: none"> ● Google Translate ● Peer helper/native speaker ● 1-1 Check in's ● Visual examples ● Printed directions ● Build background knowledge ● Picture Associations ● Partner Work ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Modeling ● Hard copy of SWBAT, directions and inspiration or project example ● Oral/visual reminders ● Peer assistance ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Early Morning Art -2X weekly tutoring ● After school program ● Parental contact ● Student mentoring ● Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come and complete work while we listen to music, eat and create.

<ul style="list-style-type: none">● Suggestions of where to receive additional art instruction● Bonus projects● Summer Art Challenge● Choice based projects (PBL)● Teacher for a Day			
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Visual Arts Curriculum: Grades 6-8

NJ 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and **visual art**.

Essential Question(s): How can we generate thoughtful observational and emotional responses to diverse culturally and historically specific works of visual art? How should we identify which visual art are used for utilitarian and non-utilitarian purposes? How can we distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras? How do we set up comparisons and contrasts to discuss the changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values? How do we interpret symbolism and metaphors embedded in works of visual art? What are the ways we can differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas? How can we prepare to analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art? How do you go about evaluating the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form? How does one differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art? How should we compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays?

Vocabulary: Critique, analysis, observation, rubric, glow and grow strategy, craftsmanship, criteria, societal values, frame of reference, technical proficiency, utilitarian, metaphors, symbolism, traditional, conventional, technical proficiency, archetypal art.

Content Statement and Indicators (Strand A)

NOTE: By the end of [grade 8](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and **VISUAL ART**.

A – 1.4.8.A.1

Content Statement: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art.

Indicators: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2

Content Statement: Art may be used for [utilitarian and non-utilitarian](#) purposes.

Indicators: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes

1.4.8.A.3

Content Statement: Performance technique in dance, music, theatre, and visual art varies according to [historical era](#) and [genre](#).

Indicators: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4

Content Statement: Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a [genre’s](#) stylistic traits.

Indicators: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5

Content Statement: Symbolism and metaphor are characteristics of art and art-making.

Indicators: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6

Content Statement: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

Indicators: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7

Content Statement: Artwork may be both [utilitarian](#) and [non-utilitarian](#). Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Indicators: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

B –

1.4.8.B.1

Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.

Indicators: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

1.4.8.B.2

Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

Indicators: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3

Content Statement: Universal elements of art and principles of design apply equally to artwork across cultures and [historical eras](#).

Indicators: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
Strand A 1.4.8.A.1 -1.4.8.A.7	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	NOTE: ALL PROCEDURE AND EXAMPLES IN THIS COLUMN APPLIES TO MOST STANDARDS IN STRANDS A AND B.	6- Keep Calm War Effort Poster SWBAT learn the history and context of the famed Keep Calm Posters, and then create their own. SWBAT to discuss the value of mass-produced art, advertising art and propaganda. SWBAT make

	<p>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes</p> <p>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p>	<ul style="list-style-type: none"> - Background information (personal, skill, training, gender, culture) on an artist when presenting work. Historically connections made. - Sourced, designed and implemented a variety of exemplary rubrics to communicate and assess rigorously and minimize objectivity. - Art vocabulary taught and referenced regularly. - Rubrics - Glow and Grow strategy - Pair Share - Burger Critique - Art Awards (Peer Awards for 4 distinct reasons) - Carousel Critique - Peer, Self and Teacher Critique and feedback given regularly. - Art Debate - Art Auction - Symbolism and metaphor breakdowns - Traditional vs. Modern debate - 	<p>historic and cultural connection to the messages as well as discuss the function of utilitarian art and the changing meaning of the poster over time.</p> <p>7- Hokusai (Visiting Art Show) SWBAT enjoy the spectacle of the travelling art show and learn about an artist in context of their heritage, culture, nationality, training, influences, personal life and work. SWBAT note the importance of trade and the developing ease of travel as direct influences on Hokusai having access to and finally adopting Western influences into his style. SWBAT understand societal perception of his work in his own time as well as the modern one while examining timeless symbolism and metaphor within the work.</p> <p>8- Cubist Cartoons SBAT learn about the Cubist movement and the related artists as well as the backlash they experienced when proposing this revolutionary idea to the art world. Students will then use the elements of cubism to modify an existing characters likeness. SWBAT cite reasons for this radical change in art and its perception (e.g. Industrial Revolution). SWBAT analyze the form and function of presenting from multiple perspectives in one work.</p>
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<p>Strand B 1.4.8.B.1 – 1.4.8.B.3</p>	<p>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>		<p>6 & 7- Artist Un-Birthday Project 1 & 2 SWBAT study and present their finding on the personal and professional aspects of a single artist. SWBAT create art in homage to them and share important facts via Prezzi, PowerPoint or other digital presentation.</p> <p>8 – NGA Essay SWBAT write about an archetypal piece of art so that they may teach their peers about it once they view it on our annual trip the National Gallery of Art. SWBAT cite technical elements, formal structural arrangements, craftsmanship, originality, the conventions of the artist’s time and place, relevant symbolism and metaphor and any other pertinent information.</p>
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Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective. • Reading related to lesson – books on hand that correspond to 	<ul style="list-style-type: none"> • Google Translate • Peer helper/native speaker • 1-1 Check in’s • Visual examples • Printed directions • Build background knowledge • Picture Associations • Partner Work 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Teacher prepared notes on small group lessons • Small group, alternate location • Modeling • Hard copy of SWBAT, directions and inspiration or project example • Oral/visual reminders 	<ul style="list-style-type: none"> • Tier II and Tier III intervention • Early Morning Art -2X weekly tutoring • After school program • Parental contact • Student mentoring • Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come

<p>lesson or objective of lesson.</p> <ul style="list-style-type: none"> ● Peer tutoring – students can show mastery by explaining and assisting peers in completion of work. ● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom ● Ask Me Artist – honor given to best listener and most prepared student each class. ● Work displayed in glass case at front of building. ● Participation in special contests. ● Suggestions of where to receive additional art instruction ● Bonus projects ● Summer Art Challenge ● Choice based projects (PBL) ● Teacher for a Day 	<ul style="list-style-type: none"> ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Peer assistance ● Refer to each student's IEP for more specific modifications 	<p>and complete work while we listen to music, eat and create.</p>
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