Summit Public Schools
Summit, New Jersey
Grade Level: 8 / Content Area: Art / Length of Course: 10 Weeks

Overview:
The focus of the 8th grade art curriculum is the development of skills that will enable students to make conscious choices and apply technical proficiency to artworks that provoke thoughtful interpretations. This class provides students the opportunity to self explore intrinsic ideas in an environment that challenges the students' creativity and self expression around a unifying theme. In addition, students will reflect in global views of artistic practices and art history themes that will help guide the students' aesthetic and technical choices.

This course will bind both the craftsmanship of traditional techniques in art and the introduction to a digital design component. Students will learn to use available software and technology to support their creative designs, elaborate artistic ideas, and merge art media in order to get a holistic understanding or art making.

Unit 1: CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.

Big Ideas: *Course Objectives/Content Statement(s)*

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How does viewing art aid in the personal search of ideas? To what extent is the art created for the artist or the viewer? How do underlying structures unconsciously guide the creation of art works? Does art have boundaries? What choices must an artist make before beginning a work? Is process more important than product?	Art serves multiple functions: to educate, to enlighten, to entertain, to communicate, to persuade, to provoke emotion, etc. The viewer is an important participant of art that should be acknowledged by the artist. Who determines meaning in the artwork?
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons /Instructional Focus**
Students will: 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	• Experiment with different art materials and techniques to create original artworks. • Demonstrate the creative process by journaling different ideas and pathways of arriving at the finished project. • Recognize principles of design in a work of art. • Use problem solving and inquiry to create original works of art and original designs. • Understand the power of a technique (drawing, printmaking, sculpture, computer graphics, etc) in order to elaborate meaning.

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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Compare and contrast how modern artworks differ from artworks from ancient civilizations. ● Integrate learning of historical artists and their artwork in the creation of a replica of their artwork along with artist research. ● Learn about scientific components of clay in the creation of clay sculptures. **Technology Integration** ● Further developing technical skills using Wacom-boards and Adobe Suite. ● Watch videos from Art21 and The Art Project to investigate the work of current artists.	Sample Projects: ● Create an artwork that is in the style of an artist communicating your own message. ● Printmaking: Market a product/design by creating a poster that will be reproduced several times using the reduction printmaking technique.

- Creating modern day art through animation, gifs, vector-based illustrations, and video manipulation
- Adobe Suite (PhotoShop and Illustrator)
- VectR
- Canva
- Pixlr
- Blender
- TinkerCad
- MakerBot
- SketchUp

Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

Global Perspectives

- Gain a global understanding or artwork around the world by researching, viewing, discussing art that is based on cultural and historical content.
- Understand current technological advances in artmaking.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 2: RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.
Anchor Standard 8: Interpret intent and meaning in artistic work.

Big Ideas: *Course Objectives/Content Statement(s)*

Understanding the variety of ways to arrive at a solution in works of art.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How do artists work ? How do artists determine if a particular direction in their work is effective? How do artists learn from trial and error?	Craftsmanship is applied in all artworks whether elaborate or simple. The artist uses intention in the decision making process of the work. Once there is a groundbreaking idea, artists must continue to elaborate.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: 1.5.8.Re7a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how 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.Rea. 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.	• Create a thematic timeline of a specific type of artwork (chairs in painting, landscapes, places, people at work, etc.). Make your own painting of that theme. • Create a sculpture representing a personal focus/interest. • Create artwork with the characteristics of a particular culture, period of time, style method or artist. • Create a body of work that connects 3D, hands-on art-making that reaches into the current world of digital art-making.

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

Differentiation	Assessments
Interdisciplinary Connections ● How the arts influence people and culture in societies ● Use of utilitarian objects in cultural fashion and architectural design **Technology Integration** ● Use selective educational websites to research information about techniques and processes that could aid in the creation process. Taking ideas and designs from 2D and developing fully rendered, polished designs using Wacom boards, and Adobe Suite software. **Media Literacy Integration** ● Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use ● Use of online resources for copyright free material ● Discussion of how the media digitally alters media using digital art programs **Global Perspectives** ● Discover the arts of different time periods and how the times influenced the works.	● Create a series of prints that demonstrate a personal style of non-objective design. ● Use pencil and/or charcoal to make a portrait drawing that shows mood and feeling. ● Create a clay sculpture that shows understanding of diversity of textures and adding/subtracting of material. ● Create or illustrate a digital painting/ drawing that depicts a visual representation of a texture. ● Draw, design, and construct an architectural structure using TinkerCad/ SketchUp.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading	Modified

	strategies and activities previews, anticipatory guides, and semantic mapping	assessment grading	

Unit 3: CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Big Ideas: *Course Objectives/Content Statement(s)*

Art is a world language and its interpretations have an amalgam of connections with the world around us.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How does art help us understand the lives of people of different times, places and cultures?	Through art-making, people make meaning by investigating and developing awareness of perception, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons/Instructional Focus**
Students will: 1.5.8.Re7a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b. Analyze and contrast how art forms are used to reflect global issues, including climate change. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation.	● Demonstrate inquiry skills and appropriate art vocabulary for: a. describing works of art; b. responding to works of art; c. interpreting works of art; and d. Evaluating works of art. ● Engage in creating 2D and 3D works that highlight a student's interest. ● Use a personal childhood memory to create a painting or drawing. ● Find a favorite object and create a sculpture replica in the style of Pop Art.

CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Language and literacy
- Learning human interactions and speaking skills in stating appropriate opinions about others' work.
- Using selectivity to decipher important artistic elements in an artwork.

Technology Integration

- Using online tools such as surveys and blogging to record student responses to artwork.
- Google classroom forms, Powerpoint

Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

Global Perspectives

- Learning multicultural perspectives in media literacy.
- Developing global skills in critical dialoguing and decoding of a student's own cultural assumptions in a cooperative learning environment.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Assessments

Sample projects:

- Journal on a daily log-to contribute and share ideas/ suggestions about personal and peer work.
- Choose from a selection of images and symbols to create a design that visually communicates a persuasive idea.

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 4: PRESENTING

Anchor Standard 4: Select, Analyze, and interpret artistic works for presentation.
Anchor Standard 5: Develop and refine artistic techniques for presentation
Anchor Standard 6: Convey meaning through presentation of artistic work

Big Ideas: *Course Objectives/Content Statement(s)*

There are multiform ways of presenting artwork to an audience to captivate and inform meaning.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
When is art criticism vital and when is it beside the point? How are artworks cared for and by whom? Why do people value objects, artifacts and artworks? What criteria are important when selecting artwork for a portfolio?	Craftsmanship is applied in all artworks whether elaborate or simple. The artist uses intention in the decision making process of the work. Once there is a groundbreaking idea, artists must continue to elaborate.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons /Instructional Focus**
Students will: 1.5.8.CPr4a. 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.CPr5a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.CPr6a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. **Career-Ready Practices**	• Demonstrate technical knowledge and skill in drawing and painting in order to prepare an artwork for presentation. • Allow students ownership of their ideas in their artwork in order to create interest in presentation. • Create a presentation display representing different personal focuses/interests. • Lead student presentations of artist research to peers in group presentations.

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Differentiation	**Assessments**
Interdisciplinary Connections ● How the arts influence people and culture in societies ● Use of utilitarian objects in cultural fashion and architectural design **Technology Integration** ● Use Google classroom to submit a portfolio with art images. ● Use photography for archiving work. ● Use of Google Drive to archive work ● Use of ChromeBox and HDTV to slideshow display current student work ● Use of Google Slides to display, critique, and discuss student work **Media Literacy Integration** ● Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use ● Use of online resources for copyright free material ● Discussion of how the media digitally alters media using digital art programs	Sample Projects: ● Prepare for a classroom art discussion by investigating the process and interpretation of a specific type of artwork. ● Create a checklist with criteria for display of individual students. ● Students select a personal theme and make an artwork that represents that theme. ● Have class discussion analyzing artworks for various artists.

Global Perspectives

- Understanding of human interactions with space and objects around us
- Knowledge of seeing and perceiving
- Understanding the future of illustration and art-making within commercial art

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	