



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): Visual Art

GRADE LEVEL(S): 7th Grade

COURSE: 2 & 3 Dimensional Art Exploration

TIME FRAME: Cycle (39-40 days)

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

Cycle art courses are offered in 6th, 7th and 8th grades, building upon the students' skills and abilities while providing scaffolding for students who do not have previous experience.

The seventh grade cycle art course is designed to engage the students in an exploration of the basic principles of design including unity, emphasis, contrast, and proportion. Students will develop an ability to utilize the principles of design to develop meaningful communication techniques in their original artwork. Mask making, portrait drawing, ceramics, and printmaking will be presented.

II. Units of Study

Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. Teachers also alternate between the 2D and 3D units based on timing and pacing.

Unit 1: 2D Art (~20 days)

- Islamic Inspired Print
- Spirit Animal Grid Self-Portrait

Unit 2: 3D Art (~20 days)

- Gargoyle Mask
- Ceramic Coil Basket
- Functional Slab Project (*succulent garden, ceramic luminaries, birdhouse*)

Each project/topic is broken down in the following manner:

- Concept Introduction & Art History Connections
 - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
 - *Teacher-led demonstration/modeling of new skills.*
 - *Students practice new skills.*

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- Project Planning & Execution
 - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
 - *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Unit 1: 2D Art

- What symbolic meaning do geometric designs have in Islamic culture?
- How does symmetry create balance, harmony, and unity in a work of art?
- What is a pattern?
- Where do we see patterns?
- Are patterns only for decoration or could they have a symbolic meaning?
- How do artists universally break complex subjects into smaller, more manageable sections when drawing?
- How do artists reflect a light source in order to give the illusion of depth when drawing?
- How does blending help make objects look smooth and three-dimensional?
- How can a grey scale be utilized when drawing?
- How does a grid and isolator help artists when drawing from a two-dimensional reference?

Unit 2: 3D Art

- How do artists from all cultures use animal symbolism in their artwork to convey meaning?
- Why were Gargoyles, grotesques, chimeras, and other animals used in sculpture during Medieval Times?
- How can combining various animal features into one mask convey a feeling of menacing?
- What are the basic rules of construction as applied to ceramic vessels across cultures?
- Why are these techniques universal?
- How and why is radial symmetry seen in all cultures?
- How and why do indigenous cultures create vessels?
- How are patterning and form unique to each culture?
- How will the concept of “form follows function” affect the way in which you sculpt your slab vessel?

IV. Learning Objectives

- Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- Distinguish between drawing, painting, ceramics, sculpture, printmaking, textiles, and computer images by physical properties.
- Recognize and use various media and materials to create different works of art.
- Employ appropriate vocabulary for such categories as realistic, abstract, non-objective, and conceptual.
- Students will be able to apply basic drawing & blending techniques and vocabulary.
- Students will be able to apply basic sculpture techniques including armature building, and construction, and vocabulary, including conversion of 2D plan into a 3D form.
- Students will be able to apply basic printmaking techniques and vocabulary.
- Students will be able to apply basic color, shading, and drawing techniques and vocabulary.

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- Students will be able to apply basic clay slab construction techniques and vocabulary.
- Students will be able to apply sculptural clay techniques utilizing compositional and textural applications.
- Students will be able to distinguish between coil and slab construction.

NJSLS Visual Art Standards:

- 1.1.8.D.1 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 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.3.8.D.1 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).
- 1.3.8.D.2 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.
- 1.3.8.D.3 Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- 1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- 1.3.8.D.5 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.
- 1.3.8.D.6 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.
- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.
- 1.4.8.A.4 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 Interpret symbolism and metaphors embedded in works of visual art.
- 1.4.8.A.6 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 Analyze the form, function, craftsmanship, and originality of representative works of visual art.
- 1.4.8.B.1 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 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



National Core Arts Standards

- VA:Cr1.1.7a Apply methods to overcome creative blocks.
- VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.
- VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.
- VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.
- VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.
- VA:Re8.1.7a Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
- VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Technology Integration | NJSLS 8.1

- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Integration | NJSLS 9

- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

Career Ready Practices

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



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



Interdisciplinary Connections

- Language Arts
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Social Studies (*Ancient Cultural Art*)
 - 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems.
 - 6.1.12.D.3.e Determine the impact of religious and social movements on the development of culture, literature, and art.
- Math (*Gridding, Ratio, Proportion*)
 - 7.RP A. Analyze proportional relationships and use them to solve real-world and mathematical problems.
 - 7.G A. Draw, construct, and describe geometrical figures and describe the relationships between them.
- Science (Chemical Reactions - Heat [Kiln])
 - MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
- [Incredible Art Lessons](#)
- [Google Arts & Culture \(Art Culture Resources\)](#)
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices (*for research*)
- Rubber Stamp
- X-Acto Knife
- Watercolor Markers
- Paper
- Student Photos
- Ruler
- Tissues
- Plaster of Paris
- Newspaper

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- Found object construction materials
- Masking tape
- Acrylic paint
- Sketch Paper
- Pencils
- Clay
- Clay Tool
- Glazes
- Brushes
- Overglaze

Supplemental/District Created Materials:

- Islamic Print Presentation
- Islamic Print Project Sheet
- Islamic Print Self-Critique
- Islamic Print Rubric
- Spirit Animal Presentation
- Spirit Animal Project Sheet
- Spirit Animal Self-Critique
- Spirit Animal Rubric
- Gargoyle Presentation
- Gargoyle Project Sheet
- Gargoyle Self-Critique
- Gargoyle Rubric
- Coil Basket Presentation
- Coil Basket Project Sheet
- Coil Basket Self-Critique
- Coil Basket Rubric
- Functional Slab Presentation
- Functional Slab Project Sheet
- Functional Slab Self-Critique
- Functional Slab Rubric

VI. Key Performance and Benchmark Tasks

Assessment Methods:

- Students will complete approximately four (4) projects between unit 1 and 2.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.
- A rubric is outlined on the critique sheet, delineating the project parameters and expectations.

Summative:

- Islamic Inspired Print (*Geometric Print*)
 - *Students will create a unique tile print inspired by the geometric and organic shapes and colors found in Islamic tiles.*

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- Spirit Animal Grid Self-Portrait (*Self-Portrait Pencil Drawing*)
 - Students will draw a self-portrait combined with a spirit animal of their choice using gridding, shading, blending, and basic drawing techniques.
- Gargoyle Mask (*Plaster*)
 - Students will create a unique plaster mask based on the idea of animal/human combinations seen throughout history utilizing armature-building and textural painting techniques.
- Ceramic Coil Basket (*Ceramics*)
 - Students will create a unique coil basket with attention paid to negative space, unique coil forms and is inspired by radial symmetry patterns found across cultures.
- Functional Slab Project (*Ceramics*)
 - Students will create a functional slab vessel which reflects the specific project requirements.

Formative:

- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- Islamic Inspired Print (*Geometric Print*)
 - Islamic Inspired Print Critique
- Spirit Animal Grid Self-Portrait (*Self-Portrait*)
 - Spirit Animal Grid Self-Portrait Critique
- Gargoyle Mask (*Plaster*)
 - Gargoyle Mask Critique
- Ceramic Coil Basket (*Ceramics*)
 - Ceramic Coil Basket Critique
- Functional Slab Project (*Ceramics*)
 - Functional Slab Project Critique

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Potential Islamic Print Modifications:
 - Extended time
 - Reduce total number of projects
 - 2-3 lines instead of 3-4
 - Reduce final size of print to 4x4 or 5x5 instead of 6x6.
- Potential Spirit Animal Self-Portrait Modifications:
 - Extended time/reduce total number of projects
 - Gridding done by/with assistance from teacher
 - Teacher provides contour lines for facial features.
- Potential Gargoyle Mask Modifications:
 - Extended time/reduce total number of projects
 - 1-2 three-dimensional features instead of 3-4,
 - Reduced detail
- Potential Coil Basket Modifications:
 - Extended time/reduce total number of projects
 - Smaller size bowl
 - Assistance with coils
 - Use of less complex coil shapes
- Potential Functional Clay Slab Vessel Modifications:
 - The minimum of 5 slabs can be reduced.
 - Size requirements can be reduced.
 - Demonstrate and assist with slab rolling.
 - Allow student to keep and follow teacher sample.
 - Help students construct and smooth their clay.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.
- Preferential seating.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
 - Potential Islamic Print Modifications:
 - Encourage extra projects

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- More complex lines
- Enlarge final size of print.
- Student modeling & leadership opportunities.
- Potential Spirit Animal Self-Portrait Modifications:
 - Encourage extra projects
 - More complex or multiple animals encouraged.
 - Wider range of value differences.
 - Student modeling & leadership opportunities.
- Potential Gargoyle Mask Modifications:
 - 4-5 three-dimensional features instead of 3-4,
 - Advanced detail and shading.
 - Student modeling & leadership opportunities.
- Potential Coil Basket Modifications:
 - Larger size bowl
 - Greater quantity of coil types.
 - Use of more complex coil shapes.
 - Student modeling & leadership opportunities.
- Potential Functional Clay Slab Vessel Modifications:
 - More than the minimum of 5 slabs..
 - Size requirements can be extended.
 - More advanced additions/ functions encouraged.
 - Student modeling & leadership opportunities.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Teachers also alternate between the learning experiences within the 2D and 3D units based on timing and pacing.
- Days are fluid and some activities may extend longer.
- Cycle art courses are offered in 6th, 7th and 8th grades, building upon the students' skills and abilities while providing scaffolding for students who do not have previous experience.
- Lessons and units will be adjusted as per students' prior knowledge.