



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S):** Visual Art

**GRADE LEVEL(S):** 8th Grade

**COURSE:** Understanding the World Through Art

**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 eighth grade cycle art course is designed to help students further understand themselves and the world around them through art, multi-cultural and interdisciplinary art connections will be explored as students create unique works of art with universal connections and themes. Oil pastel drawing, acrylic painting, ceramics, and collage 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)**

- Impressionistic Painting
- Watercolor Techniques
- Monochromatic Acrylic Portraiture
- Positive/Negative Space Cut Paper Collage

### **Unit 2: 3D Art (~20 days)**

- Asymmetrical Clay Slab Vessel Construction
- Bas Relief Sculpture

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.*

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- *Students practice new skills.*
- 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 are the essential characteristics of Impressionism and why was this period in art a catalyst for the historical beginning of Modern Art?
- How are color and shade utilized to create the illusion of form in two-dimensional art?
- How are color, shape, line and space used to express emotion in non-objective art across cultures?
- How is color theory applied to portraiture to express emotion across cultures?
- How do artists apply painting techniques in an expressive manner?
- How are positive and negative space effective visual tools in composition and design across cultures?
- How can complex shapes be broken into smaller shapes in visual art?
- What are the essential characteristics of Impressionism and why was this period in art a catalyst for the historical beginning of Modern Art?
- How are color and shade utilized to create the illusion of form in two-dimensional art?

### **Unit 2: 3D Art**

- How does the term “form follows function” affect artistic design across cultures?
- How do all cultures incorporate art into everyday usable objects?
- How do all cultures use ceramics as a medium of expression as well as functionality in their everyday lives?
- What commonalities do all cultures have with regard to ceramic arts?
- How has 3-dimensional art evolved from relief sculpture to free-standing sculpture across cultures throughout history and why is this so?

## **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 acrylic painting & blending techniques and vocabulary.
- Students will be able to apply basic collage techniques and vocabulary, including gradual transition of shape & color.
- Students will be able to apply basic watercolor techniques and vocabulary.
- Students will be able to apply basic color, shading, and Impressionistic painting techniques and vocabulary.

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- 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 a Relief Sculpture and a Sculpture-in-the-Round.

## NJSLS Visual Art Standards:

- 1.1.8.D.1 Students will develop an appreciation for the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. This will enable them to understand that art is a universal language that crosses cultural and language barriers throughout time.
- 1.1.8.D.2 Students will compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
- 1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.
- 1.2.8.A.3 Students will 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 Students will 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 Students will 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 Students will 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.
- 1.4.8.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.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

## National Core Arts Standards

- VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
- VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

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- VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- VA:Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

## Technology Integration | NJSL 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 | NJSL 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.

## Interdisciplinary Connections

- Language Arts (allegorical symbolism)
  - 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.



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- French, Spanish-American, & Mexican History and Culture
  - 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- Engineering
  - 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
  - 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
  - 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
  - 8.2.8.C.2 Explain the need for optimization in a design process.
  - 8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- Math (Proportion & Perspective)
  - 8.EE.B. Understand the connections between proportional relationships, lines, and linear equations.
- 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*)
- Oil Pastels
- Canvas Board
- Watercolor Paint
- Brushes
- Watercolor Paper
- Acrylic Paint
- Construction Paper
- Cutting Knives
- Cutting Mats
- X-Acto Knives
- Safety Scissors
- Pencils
- Glue
- Animal References
- Black and White Paper
- Clay References
- Kiln
- Glazes

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- Sketch Paper
- Pencils
- Clay
- Clay Tools

## Supplemental/District Created Materials:

- Impressionist Presentation
- Impressionist Practice Sheet
- Impressionist Landscape Critique Sheet
- Impressionist Landscape Project Sheet
- Impressionist Landscape Reference Search
- Impressionist Landscape Grading Rubric
- Sugar Skull Presentation
- Instructions for Sketching Sugar Skull Ideas
- Watercolor Practice
- Sugar Skull Rubric
- Sugar Skull Critique
- Monochromatic Portrait Project Sheet
- Monochromatic Portrait Critique Sheet
- Monochromatic Portrait Rubric
- Positive/Negative Collage Presentation
- Positive/Negative Collage Demonstration Directions
- Positive/Negative Collage Project Sheet
- Positive/Negative Collage Critique Sheet
- Positive/Negative Collage Rubric
- Asymmetrical Slab Presentation
- Asymmetrical Slab Project Sheet
- Asymmetrical Slab Clay Project Critique Sheet
- Asymmetrical Slab Rubric
- Bas Relief Presentation
- Bas Relief Project Sheet
- Bas Relief Project Critique Sheet
- Bas Relief 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:

- Asymmetrical Clay Slab Vessel (*Ceramics*)
  - *Students will create a unique and functional slab vessel that expresses an element of their personality and culture.*



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- Impressionist Landscape (*Oil Pastel*)
  - *Students will create an original oil pastel landscape rendering using the techniques employed by Impressionist artists and utilize color and shading techniques to give the illusion of depth and form in their work.*
- Monochromatic Portrait (*Acrylic Paint*)
  - *Students will create a unique monochromatic portrait painting that effectively expresses emotion to the viewer using shading, blending, and visual texturing techniques to enhance expressive content.*
- Bas Relief Sculpture (*Ceramic & Acrylic*)
  - *Students create a bas-relief sculpture, the subject based in nature. Unique cropping and textural skills will be emphasized in the final piece. Painting techniques including shading, highlighting and blending will be applied.*
- Watercolor Sugar Skull (*Watercolor Paint*)
  - *Students will create two watercolor paintings that utilize effective line, color, space and shape to communicate two opposite feelings visually.*
- Positive/Negative Space Collage (*Cut Paper*)
  - *Students will create an animal collage reflection using cut paper to illustrate positive and negative space to outline animal poses and appropriate proportion.*

## Formative:

- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- Asymmetrical Clay Slab Vessel (*Ceramics*)
  - Asymmetrical Slab Clay Project Critique Sheet
- Impressionist Landscape (*Oil Pastel*)
  - Impressionist Practice Sheet
  - Impressionist Landscape Critique Sheet
- Monochromatic Portrait (*Acrylic Paint*)
  - Monochromatic Portrait Critique Sheet
- Bas Relief Sculpture (*Ceramic & Acrylic*)
  - Bas Relief Project Critique Sheet
- Watercolor Sugar Skull (*Watercolor Paint*)
  - Watercolor Practice
  - Sugar Skull Critique
- Positive/Negative Space Collage (*Cut Paper*)
  - Positive/Negative Collage Critique Sheet

## 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.





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## 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.).
- 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 Impressionist Landscape Modifications:
  - 2 planes instead of 3
  - Cut final piece to smaller than 9" x 12."
  - Demonstrate stroke direction for each plane
  - Allow student to keep & follow teacher sample
  - Help students identify and define shade, outline shaded areas for them.
- Potential Watercolor Sugar Skull Modifications:
  - 2 or 3 symbols instead of 4.
  - Cut final piece to smaller than 9" x 12."
  - Allow for tracing patterns & symbols.
  - Allow student to keep & follow teacher sample.
  - Help students identify and define shade, outline shaded areas for them.
- Potential Monochromatic Acrylic Portraiture Modifications:
  - Simplify shading in portraits, 3 shades instead of 5-7.
  - Demonstrate proportion for the features.
  - Allow student to keep & follow teacher sample.
  - Help students identify and define shade, outline shaded areas for them.
- Potential Positive/Negative Space Cut Paper Collage Modifications:
  - Use simpler animals with less division lines.
  - Allow student to keep & follow teacher sample.
  - Help students identify and define shape, outline body parts and features for them.
- Potential Asymmetrical 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.
- Potential Bas Relief Sculpture Modifications:
  - 1 compositional element instead of 2.
  - Cut final piece smaller.
  - Demonstrate final clay piece individually.
  - Allow student to keep and follow teacher sample.

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- Help students identify and define shade, outline shaded areas for them.

## ***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.
  - Impressionist Landscape: Encourage them to do 4 planes and include man-made objects.
  - Watercolor Sugar Skull: Encourage them to do more complex symbols and use asymmetry as a compositional tool.
  - Monochromatic Acrylic Portraiture: Encourage them to do include body parts as well as facial features, as well as include man-made objects to reflect emotion.
  - Positive/Negative Space Cut Paper Collage: Encourage them to do more than one animal interacting planes, as well as include optical illusions within shapes.
  - Asymmetrical Clay Slab Vessel: Encourage them to create a multi-functional vessel with texture and more than the required amount of slabs.
  - Bas Relief Sculpture: Encourage them to do 3 or 4 compositional elements, as well as include man-made objects.
- Student 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.



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## 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 materials and supplies.
  - 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.