



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



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

**GRADE LEVEL(S):** 6th - 8th

**COURSE:** Studio Art

**TIME FRAME:** Elective (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.

*Studio Art is 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.*

Studio Art is an elective course where students are able to expand on their artistic interests and skills. Advanced topics are introduced which elaborate on techniques and materials previously covered in cycle art. Students work within guidelines to formulate individual projects, placing an emphasis on the creative process. Sixth grade Studio Art focuses on the topic of art and culture, seventh grade on conceptual approaches to visual art, and eighth grade on modern & contemporary art trends & applications.

## **II. Units of Study**

*\*\*Please Note: The order in which the units are taught can be adjusted at the teacher's discretion.\*\**

### **6th Grade: Art & Culture (~40 days)**

- Greek Inspired Vase [Ceramics]
- Oaxacan Sculpture [Paper Mache]
- American Gothic Parody [Painting]
- Animal Collage [Torn Paper Composition]

### **7th Grade: Conceptual Approaches to Visual Art (~40 days)**

- African Mask [Paper Mache]
- Metamorphosis [Painting]
- Expressive Clay Head [Ceramics]
- Pointillist Abstraction [Marker Drawing]

### **8th Grade: Modern & Contemporary Art Trends & Applications (~40 days)**

- Figure in Motion [Plaster Sculpture]
- Modern Art Interpretation [Mixed Media]

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- Animal Symbolism & Monster Design [*Ceramics*]

Each unit 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.*
- 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.*
  - *Students engage in a self-evaluation utilizing the project rubric as guidance.*

### **III. Essential Questions**

#### **Grade 6: Art & Culture**

- How is art influenced by culture and history?
- How does learning about the art and history of other cultures influence an artist's work?
- How do 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 do artists throughout history use shading to visually communicate the illusion of form in two-dimensional works of art?
- How can movement be expressed in a sculpture?
- How do you transfer a two-dimensional shape into a three-dimensional form?
- How are repetition and balance used as compositional elements in works of art across cultures throughout history?
- How is radial symmetry used as a compositional design element in patterning across cultures in both functional and non-functional art?
- How can art cross cultural boundaries to create a universal symbolic language?
- How can a two-dimensional drawing be transformed into a three-dimensional sculpture?
- Should form always follow function?
- How has the painting "American Gothic" become such an iconic symbol of American culture?
- How can the painting "American Gothic" be altered to apply to other cultures?
- How can art cross cultural boundaries to create a universal symbolic language?
- How can an appreciation of world cultures improve communication?
- What are the driving forces of artistic creation?
- What are the forms of artistic expression?
- What elements inform choices of art mediums?
- How is art a form of visual communication?
- Where are contextual clues embedded in works of visual art?
- How is artwork effectively evaluated?
- What is visual fluency?
- What are some characteristics of art and art-making?
- Can originality and creativity be evaluated?

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- How can various objects come together to create a collage?
- How can texture and shading be communicated through paper?

## **Grade 7: Conceptual Approaches to Visual Art**

- What are the basic rules of proportion for the human body as applied to works of art across cultures?
- How are human facial expressions universal?
- How does Traditional European Art differ from African Art in terms of conceptual and perceptual components?
- How can art be utilitarian and purposeful across cultures?
- How do artists across cultures use complementary and analogous colors to create the feeling of harmony in design?
- How is radial symmetry used as a compositional design element in patterning across cultures in both functional and non-functional art?
- How is portraiture an integral part of a culture's identity?
- How do artists universally use shading and proportion to effectively illustrate a person's likeness?
- How are coil techniques used to create ceramic vessels in both indigenous and contemporary art across cultural boundaries?
- How are pattern and balance used to create unity in a work of art?
- How has art been used as a persuasive tool by people in positions of power throughout history?
- How is symbolism used in religious art throughout history?
- How can artists manipulate line, color, and shape to transform common subjects visually?
- What are some technological changes that have influenced art over time?
- How can the study of art provide insight into world cultures?
- What drives the creation of visual art?
- How is the vocabulary of art used in performance?
- What can inform choices of visual communication and art-making techniques?
- Where are contextual clues embedded in works of visual art?
- How is artwork effectively evaluated?
- What is visual fluency?
- What are some characteristics of art and art-making?
- Can originality and creativity be evaluated?
- How do artists and designers universally communicate relationships and convey messages using color and shape?
- How do Pointillist artists across cultures communicate changes in shade and color when viewed from a distance?
- How did photography influence the Pointillist art movement?
- How do pixels work in photography?
- How can artists work with paint in a similar manner to create a pixelated look?

## **Grade 8: Modern & Contemporary Art Trends & Applications**

- 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?

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- 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 have technological changes influenced visual art?
- How can understanding culture provide insight into people and their values?
- What drives the creation of visual art?
- How is the vocabulary of art used in performance?
- What can inform choices of visual communication and art-making techniques?
- Where are contextual clues embedded in works of visual art?
- How is artwork effectively evaluated?
- What is visual fluency?
- What are some characteristics of art and art-making?
- Can originality and creativity be evaluated?
- What are the basic stylistic differences between four different master artists or cultures?
- How can the same simple subject be interpreted through visual art across cultures?
- How do artists from all cultures use animal symbolism in their artwork to convey meaning?
- Why have cultures throughout history created supernatural imagery in their artwork?

## **IV. Learning Objectives**

*Students will understand that...*

- Art is a universal language and visual communication through art crosses cultural and language barriers throughout time.
- The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
- Art may embrace multiple solutions to a problem.
- Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Tracing the histories of visual art in world cultures provides insight into the lives of people and their values.
- The arts reflect cultural and personal aesthetics throughout the ages.
- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
- Themes in art are often communicated through symbolism, allegory, or irony.
- There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork.
- The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context).
- Universal themes exist in art across historical eras and cultures.
- The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.

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- Contextual clues to artistic intent are embedded in artworks.
- Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- Performance technique in visual art varies according to historical era and genre.
- Abstract ideas may be expressed in works of visual art using a genre's stylistic traits.
- Symbolism and metaphor are characteristics of art and art-making.
- Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.
- 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.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

## 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.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 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.

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- 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.

## National Core Arts Standards

- VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.
- VA:Cr1.1.7a Apply methods to overcome creative blocks.
- VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.
- VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
- VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- 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:Cr2.2.6a Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
- 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:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.
- VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.
- 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.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.
- VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- 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.

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- VA:Re.7.2.7a Analyze multiple ways that images influence specific audiences.
- VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 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:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.
- 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:Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

## 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 to communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

## 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 (*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.



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- 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 (*Mexican/Oaxacan Culture, History of Ancient Greece, Great Depression*)
  - 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups
  - 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
  - 6.1.12.D.3.e Determine the impact of religious and social movements on the development of culture, literature, and art.
- Math (*2-Dimensional vs. 3-Dimensional, Proportion*)
  - 6.RP A. Understand ratio concepts and use ratio reasoning to solve problems.
  - 6.G A. Solve real-world and mathematical problems involving area, surface area, and volume.
  - 7.RP A. Analyze proportional relationships and use them to solve real-world and mathematical problems.
  - 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*)
- 6th Grade:
  - Clay
  - Clay Tools
  - Glaze
  - Cardboard
  - Newspaper
  - Masking Tape
  - Paper Mache
  - Tissue Paper
  - Mod Podge
  - Plaster of Paris
  - Pencils
  - Paint
  - Paint Markers
  - Yarn
  - Printmaking Tools
  - Glue

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- Paper
- Watercolors
- Black Sharpie Marker
- Magazines
- Scissors
- Contact Paper
- 7th Grade:
  - Cardboard
  - Tubes
  - Masking Tape
  - Armature Building Materials
  - Tissue Paper
  - Mod Podge
  - Paint Markers
  - Various 3D Materials for Decoration (beads, twine, raffia, seeds, etc.)
  - Linoleum
  - Printing Tools
  - Ink
  - Paper
  - Colored Pencils
  - Oil Pastels
  - Watercolors
  - Acrylic Paint
  - Watercolor Markers
  - Clay
  - Clay Tools
  - Glaze
  - Underglaze
  - Brushes
  - Paper Mache
  - Natural Fibers
  - Glue
  - Sketch Paper
  - Pencils
  - Sharpie Markers
  - Canvas Paper
  - Paint Brushes
  - Computer Generated Portraits
  - 6" x 6" oak tag
  - Colored Construction Paper
  - Permanent Marker in Assorted Colors
- 8th Grade:
  - Clay
  - Clay Tools
  - Oil Pastels
  - Canvas Board
  - Watercolor Paint

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- Brushes
- Paper
- Acrylic Paint
- Newspaper
- Cardboard
- Paris Craft
- Ceramic Tile
- Polymer Clay

## Supplemental/District Created Materials:

- 6th Grade
  - Greek Inspired Vase Presentation
  - Greek Inspired Vase Project Sheet
  - Greek Inspired Vase Self-Critique
  - Greek Inspired Vase Rubric
  - Oaxacan Sculpture Presentation
  - Oaxacan Sculpture Project Sheet
  - Oaxacan Sculpture Self-Critique
  - Oaxacan Sculpture Rubric
  - American Gothic Parody Presentation
  - Watercolor Wash Technique Video
  - American Gothic Parody Project Sheet
  - American Gothic Parody Self-Critique
  - American Gothic Parody Sketch Sheet
  - American Gothic Parody Rubric
  - Animal Collage Presentation
  - Animal Collage Project Sheet
  - Animal Collage Self-Critique
  - Animal Collage Rubric
- 7th Grade
  - African Mask Presentation
  - African Mask Project Sheet
  - African Mask Self-Critique
  - African Mask Rubric
  - Metamorphosis Presentation
  - Metamorphosis Project Sheet
  - Metamorphosis Sketches
  - Metamorphosis Self-Critique
  - Metamorphosis Rubric
  - Expressive Clay Head Presentation
  - Expressive Clay Head Project Sheet
  - Expressive Clay Head Self-Critique
  - Expressive Clay Head Rubric
  - Pointillist Presentation
  - Pointillist Practice Sheets
  - Pointillist Abstraction Project Sheet
  - Pointillist Abstraction Self-Critique

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- Pointillist Abstraction Rubric
- 8th Grade
  - Figure in Motion Presentation
  - Figure in Motion Project Sheet
  - Figure in Motion Self-Critique
  - Figure in Motion Rubric
  - Modern Art Interpretation Presentation
  - Modern Art Interpretation Project Sheet
  - Modern Art Interpretation Self-Critique
  - Modern Art Interpretation Rubric
  - Animal Symbolism & Monster Design Presentation
  - Animal Symbolism & Monster Design Project Sheet
  - Animal Symbolism & Monster Design Self-Critique
  - Animal Symbolism & Monster Design Rubric

## **VI. Key Performance and Benchmark Tasks**

### Assessment Methods:

- Students will complete approximately two (2) projects per marking period, approximately four (4) per semester.
- 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:

- 6th Grade:
  - Greek Inspired Vase [Ceramics]
    - *Students will create two sketches for the creation of a Greek-inspired vase. The vase will have a utilitarian purpose as demonstrated by the form and addition of handle(s) or lids. The shape will be labeled to show the correct anatomy, and will also include two or three geometric patterns on each vase. Students will create the vase, based on their sketch, out of clay.*
  - Oaxacan Sculpture [Paper Mache]
    - *Students will create a unique paper mache sculpture in the Oaxacan style that demonstrates movement and patterning to enhance the form.*
  - American Gothic Parody [Painting]
    - *Students will create a parody/personalized version of the "American Gothic" painting.*
  - Animal Collage [Torn Paper Composition]
    - *Students will create an animal collage using colors and textures from magazines.*
- 7th Grade:
  - African Masks [Paper Mache]
    - *Students will create an African-inspired conceptual mask that will have an imaginary purpose or power for them.*

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- Metamorphosis [*Painting*]
  - *Students will create an expressive metamorphosis-themed acrylic painting, reflecting an accurate light source and adjust shapes and colors gradually to create an interesting and unique message about the relationship of the two objects.*
- Expressive Clay Head [*Ceramics*]
  - *Students create a clay head that is in proportion and reflects a strong human emotion.*
- Pointillist Abstraction [*Marker Drawing*]
  - *Students will create a 6' x 6" pointillist abstraction with marker using color theory and shading techniques using a natural colorful subject as a reference.*
- 8th Grade:
  - Figure in Motion [*Plaster Sculpture*]
    - *Students will draw a proportional figure on sketch paper to further illustrate understanding. From this sketch, students will create a 3-dimensional plaster figure.*
  - Modern Art Interpretation [*Mixed Media*]
    - *Students will create a two-dimensional art piece using the same simple subject to interpret four different art styles in art history creatively.*
  - Animal Symbolism & Monster Design [*Ceramics*]
    - *Students will create a 3-dimensional ceramic monster that combine animal and human features that outlines their understanding of animal symbolism and basic construction principles.*

## Formative:

- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- 6th Grade:
  - Greek Inspired Vase Critique
  - Oaxacan Sculpture Critique
  - American Gothic Parody Sketch Sheet
  - American Gothic Parody Critique
  - Animal Collage Critique
- 7th Grade:
  - African Mask Critique
  - Metamorphosis Critique
  - Expressive Clay Head Critique
  - Pointillist Practice Sheets
  - Pointillist Abstraction Critique
- 8th Grade:
  - Figure in Motion Critique
  - Modern Art Interpretation Critique
  - Animal Symbolism & Monster Design Critique

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## 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.).
- 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 Greek Inspired Vase Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Reduced number of coils/decoration.
  - Allow student to keep & follow teacher sample.
- Potential Oaxacan Sculpture Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Utilize a simple action pose.
  - Reduced number of patterns.
  - Allow student to keep & follow teacher sample.
- Potential American Gothic Parody Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Reduced detail.
  - Utilization of instructor created traceable pattern for the figure faces so that student can concentrate on creative parody and watercolor skills.
  - Allow student to keep & follow teacher sample.
- Potential Animal Collage Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.

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- Cut final piece to smaller than 9" x 12".
- Allow students to use light box instead of free-hand drawing.
- Help students identify and define shade.
- Outline shaded areas for them.
- Allow student to keep & follow teacher sample.
  
- Potential African Mask Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - 1-2 three-dimensional features instead of 3-4.
  - Reduced decoration/detail.
  - Allow student to keep & follow teacher sample.
- Potential Metamorphosis Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Simple objects/colors to transform.
  - Assistance with drawing and painting transformation.
  - Possible use of Sharpie marker to add detail.
  - Allow student to keep & follow teacher sample.
- Potential Expressive Clay Head Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Provide pre-made body parts for students to assemble.
  - Help students identify and define features.
  - Allow student to keep & follow teacher sample.
- Potential Pointillist Abstraction Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Simple subject with basic colors.
  - Assistance with drawing and marker application.
  - Allow student to keep & follow teacher sample.
- Potential Figure in Motion Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Provide pre-made body parts for them to assemble.
  - Help students identify and define proportion and movement.
  - Allow student to keep & follow teacher sample.
- Potential Modern Art Interpretation Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - 2 or 3 artists instead of 4.



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- Help direct sketching for final piece.
- Help students identify specific artist styles.
- Guide students to materials that will challenge them within their ability level.
- Allow student to keep & follow teacher sample.
  
- Potential Animal Symbolism & Monster Design Modifications:
  - Extended time.
  - Reduce total number of projects so student can successfully complete the project in its entirety.
  - Provide students with pre-made body parts for them to assemble.
  - Assist students with identifying and defining texture and scary features.
  - Allow student to keep & follow teacher sample.

## ***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.
  - Greek Inspired Vase:
    - Advanced vase shape, decorations, and handles will be encouraged.
    - Student modeling and leadership opportunities.
  - Oaxacan Sculpture:
    - Challenging poses and patterning will be encouraged.
    - Student modeling and leadership opportunities.
  - American Gothic Parody:
    - Advanced drawing and painting techniques will be introduced.
    - Student modeling and leadership opportunities.
  - Animal Collage:
    - Encourage them to include a background and more challenging animals.
    - Student modeling and leadership opportunities.
  - African Mask:
    - Advanced construction and decorating techniques can be introduced.
    - Student modeling and leadership opportunities.
  - Metamorphosis:
    - Advanced drawing and painting techniques can be applied.
    - Student modeling and leadership opportunities.
  - Expressive Clay Head:

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- Encourage them to do work in groups.
- Student modeling and leadership opportunities.
- Pointillist Abstraction:
  - Advanced drawing and painting techniques can be applied.
  - Student modeling and leadership opportunities.
- Figure in Motion:
  - Encourage them to do work in groups to create a large-scale interactive sculpture.
  - Student modeling and leadership opportunities.
- Modern Art Interpretation:
  - Guide students to materials that will challenge them within their ability level.
  - Encourage students to choose more challenging subjects, artists, and/or materials.
  - Student modeling and leadership opportunities.
- Animal Symbolism & Monster Design:
  - Encourage students to do work in groups to create a large-scale interactive sculpture.
  - Student modeling and 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.
  - 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.





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## **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 based on timing and pacing.
- Days are fluid and some activities may extend longer.
- Studio 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.