

Fine Art

Link Community Charter School

UNITS (4/4 SELECTED)

- Unit 1: Grade 5
- Unit 2: Grade 6
- Unit 3: Grade 7
- Unit 4: Grade 8

SUGGESTED DURATION

40 lessons
40 lessons
40 lessons
40 lessons

Unit 1: Grade 5

Fine Art - Last Updated on July 29, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 3-5 - Visual and Performing Arts (2020) - Visual Arts
1.5.5.Cr1a:
Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b:
Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a:
Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b:
Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c:
Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a:
Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr5a:
Prepare and present artwork safely and effectively.
1.5.5.Pr4a:
Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Re8a:
Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn10a:
Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11a:

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Communicate how art is used to inform the values, beliefs and culture of an individual or society.

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DESIRED RESULTS

Established Goals

Students will apply the foundational elements of art (line, shape, color, texture, and form) to describe, compare, analyze, revise, and create compositions.

Transfer

Students will be able to independently use their learning to...

- Describe the artistic process and techniques used by themselves in their own work, their classmates, and established artists.
- Apply a variety of techniques in 2-dimensional and 3-dimensional artwork.
- Combine line, shape, color, texture, and form to create various compositions.
- Create written statements describing self-generated artwork.
- Create collaborative compositions in pairs or small groups.
- Draft, revise, and give and receive feedback on student work.
- Connect the themes present in works of art to individual or shared experiences, cultures, worldviews, and historical events.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Various types of lines can be used to create shapes and forms in works of art.**
- **Most object, images, and forms in our everyday lives and surroundings can be broken down into a variety of shapes.**
- **Using contrasting tools, mediums, and techniques can create a variety of different textures in artwork.**
- **Colors can be combined to create secondary or tertiary colors, as well as a variety of shades and hues. Colors can be used strategically to describe the mood or tone in a composition.**

Essential Questions

Students will keep considering...

- **What is your expectation for art class? What has your art class experience been in the past?**
- **How are lines present in different art forms? How can we identify lines and patterns in different works of art?**
- **How are lines and shape connected in creating art? How can we identify and create different shapes in various art forms?**
- **How do different mediums, tools, and techniques create a variety of textures?**
- **How can we combine colors to create secondary and tertiary colors? How do expanded and limited color**

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Meaning	
<ul style="list-style-type: none"> • 3 dimensional objects and structures require height, width, and depth. • Works of art often reflect the artist's own life experiences, surroundings, feelings or cultures. 	<p>palettes affect the tone or mood of a piece?</p> <ul style="list-style-type: none"> • What makes an object 3 dimensional? How can we use a variety of mediums, tools, and techniques to create 3 dimensional artwork? • How do the works of established artists reflect their life and culture? How can the works of established artists teach us more about ourselves, our community, and other world cultures?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Using a combination of line variation, quality, and definition can be used to create contrast and shapes in a composition. • Everyday objects and images can be broken down into simple and complex shapes. • Brushes, pencils, markers, ink pens, palette knives, and other tools can create different textures on the same canvas; in contrast, one tool brush can create a variety of textures when using different materials or techniques. • Color wheels can be used to analyze the complementary and contrasting relationships between different colors, as well as identify different shades and hues. • 3-dimensional objects can be constructed out of various materials combining line, shape, texture, and color. • Artwork can have recurring themes reflected by the artist's culture, life experience, or worldview. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Describe and identify expectations and overview of fine art class. • Identify, describe, create a variety of lines in their work, the work of others and in the environment. • Identify, describe, create a variety of shapes in their work, the work of others, and in the environment. • Create a variety of textures using a variety of supplies and methods. • Create works of art that describe the different colors on the universal color wheel • Mix specific colors based on their color theory handouts and color vocabulary • Relate color theory to art production. • Create a three dimensional object out of various materials. • Applying the art elements explored throughout the quarter including line, shape, color, and texture. • Create a work of art based on that of a famous

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Acquisition	
	<p>artist that they choose to research.</p> <ul style="list-style-type: none"> • Present about that artist to their class and prepare a written document to accompany the presentation.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s): Including but not limited to:</p> <ul style="list-style-type: none"> 2-D and 3-D Models Drawings, Paintings, and Sculptures Verbal Presentations Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week One: Introduction to Art

Key Skills: Describe and identify expectations and overview of fine art class.

Content: Expectations, rules and procedures, and systems in the art classroom.

Suggested Activities: Ice breakers; introductory activities; review systems, rules, and procedures for art room.

Week Two: Line

Key Skills: Identify, describe, create a variety of lines in their work, the work of others and in the environment.

Content: Definitions of line, line quality, line variation, and how to create or describe them.

Suggested Activities: Line Menus; Continual Horizon Line Landscape; Picasso Mixed up portrait; Line Hands-M.C. Escher; Crazy Hats; Brilliant Butterflies Landscape; Name Designs; Insect Designs

Week Three and Four: Shape

Key Skills: Identify, describe, create a variety of shapes in their work, the work of others, and in the environment.

Content: Definitions of a variety of shapes and how to create or describe them, and apply them in works of art.

Suggested Activities: Cut Paper designs; Pattern Paintings with geometric shapes; Positive/Negative Space Designs; Collage; Printmaking

Week Five: Texture

Key Skills: Create a variety of textures using a variety of supplies and methods.

Content: Identify and describe different textures in various works of art including their own, that of fellow students, and of established artists.

Suggested Activities: Texture Rubbings; Scratchboard design; Styrofoam prints; collage; decoupage; paper flower construction; paper weaving

Week Six and Seven: Color

Key Skills: Create works of art that describe the different colors on the universal color wheel; Mix specific colors based on their color theory handouts and color vocabulary; Relate color theory to art production.

Content: Identify and describe different colors in various works of art including their own, their peers, and established artists; Define color vocabulary and identify that vocabulary in their own original works of art; Identify and describe values of those colors.

Suggested Activities: Color wheel adaptation; Primary Color Mixing Designs; Warm /cool color designs; Complimentary color designs

Week Eight and Nine: Form

Key Skills: Create a three dimensional object out of various materials. Applying the art elements explored throughout the quarter including line, shape, color, and texture.

Content: Identify and describe all the art elements found in the 3 dimensional object they create; Relate new art vocabulary to 2 and 3 d objects they create.

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Suggested Activities: 3 dimensional drawings of objects; paper sculpture; paper Mache bowl, paper Mache animal, 3D snowflake design

Week Ten: Art History and Connection

Key Skills: Create a work of art based on that of a famous artist that they choose to research; Present about that artist to their class and prepare a written document to accompany the presentation.

Content: Identify and describe the art elements described in the artist of their choice and their own interpretation of that artists work.

Suggested Activities: Reproduction of artists work; presentation on a specific artist, written artist statements

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 2: Grade 6

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Visual Arts

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.Cr2a:

Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b:

Demonstrate an awareness of ethical 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.

1.5.8.Pr5a:

Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

1.5.8.Pr4a:

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.Cr3a:

Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

1.5.8.Cn10a:

Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Unit 2: Grade 6

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DESIRED RESULTS

Established Goals

Established Goals

Students will apply the foundational elements of art (line, shape, color, texture, and form) to describe, compare, analyze, revise, and create compositions.

Transfer

Students will be able to independently use their learning to...

- Describe the artistic process and techniques used by themselves in their own work, their classmates, and established artists.
- Apply a variety of techniques in 2-dimensional and 3-dimensional artwork.
- Combine line, shape, color, texture, and form to create various compositions.
- Create written statements describing self-generated artwork.
- Create collaborative compositions in pairs or small groups.
- Draft, revise, and give and receive feedback on student work.
- Connect the themes present in works of art to individual or shared experiences, cultures, worldviews, and historical events.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Various types of lines can be used to create shapes and forms in works of art.**
- **Most object, images, and forms in our everyday lives and surroundings can be broken down into a variety of shapes.**
- **Using contrasting tools, mediums, and techniques can create a variety of different textures in artwork.**

Essential Questions

Students will keep considering...

- **What is your expectation for art class? What has your art class experience been in the past?**
- **How can using line definition, quality, and variation create dynamic compositions?**
- **How are lines and shape connected in creating art? How can we identify and create different shapes in various art forms?**

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Meaning	
<ul style="list-style-type: none"> • Colors can be combined to create secondary or tertiary colors, as well as a variety of shades and hues. Colors can be used strategically to describe the mood or tone in a composition. • 3-dimensional objects and structures require height, width, and depth. • Works of art often reflect the artist's own life experiences, surroundings, feelings or cultures. 	<ul style="list-style-type: none"> • How can I create different textures with the same tool? How can I create the same texture out of a variety of mediums or techniques? • How do expanded and limited color palettes affect the tone or mood of a piece? • How do 3-dimensional objects combine line, shape, texture, and color? • How do the works of established artists reflect their life and culture? How can the works of established artists teach us more about ourselves, our community, and other world cultures?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Using a combination of line variation, quality, and definition can be used to create contrast and shapes in a composition. • Everyday objects and images can be broken down into simple and complex shapes. • Brushes, pencils, markers, ink pens, palette knives, and other tools can create different textures on the same canvas; in contrast, one tool brush can create a variety of textures when using different materials or techniques. • Color wheels can be used to analyze the complementary and contrasting relationships between different colors, as well as identify different shades and hues. • 3-dimensional objects can be constructed out of various materials combining line, shape, texture, and color. • Artwork can have recurring themes reflected by the 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Describe and identify expectations and overview of fine art class. • Identify, describe, create a variety of lines in their work, the work of others and in the environment. • Identify, describe, create a variety of shapes in their work, the work of others, and in the environment. • Create a variety of textures using a variety of supplies and methods. • Create works of art that describe the different colors on the universal color wheel • Mix specific colors based on their color theory handouts and color vocabulary • Relate color theory to art production. • Create a three dimensional object out of various materials. • Applying the art elements explored throughout the

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Acquisition	
<p>artist's culture, life experience, or worldview.</p>	<p>quarter including line, shape, color, and texture.</p> <ul style="list-style-type: none"> • Create a work of art based on that of a famous artist that they choose to research. • Present about that artist to their class and prepare a written document to accompany the presentation.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p>	<p>Performance Task(s): Including but not limited to:</p> <ul style="list-style-type: none"> 2-D and 3-D Models Drawings, Paintings, and Sculptures Verbal Presentations Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	<p>Other Evidence:</p>

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week One: Introduction to Art

Key Skills: Describe and identify expectations and overview of fine art class.

Content: Expectations, rules and procedures, and systems in the art classroom.

Suggested Activities: Ice breakers; introductory activities; review systems, rules, and procedures for art room.

Week Two: Line

Key Skills: Identify, describe, create a variety of lines in their work, the work of others and in the environment.

Content: Definitions of line, line quality, line variation, and how to create or describe them.

Suggested Activities: Line Menus; Continual Horizon Line Landscape; Picasso Mixed up portrait; Line Hands-M.C. Escher; Crazy Hats; Brilliant Butterflies Landscape; Name Designs; Insect Designs

Week Three and Four: Shape

Key Skills: Identify, describe, create a variety of shapes in their work, the work of others, and in the environment.

Content: Definitions of a variety of shapes and how to create or describe them, and apply them in works of art.

Suggested Activities: Cut Paper designs; Pattern Paintings with geometric shapes; Positive/Negative Space Designs; Collage; Printmaking

Week Five: Texture

Key Skills: Create a variety of textures using a variety of supplies and methods.

Content: Identify and describe different textures in various works of art including their own, that of fellow students, and of established artists.

Suggested Activities: Texture Rubbings; Scratchboard design; Styrofoam prints; collage; decoupage; paper flower construction; paper weaving

Week Six and Seven: Color

Key Skills: Create works of art that describe the different colors on the universal color wheel; Mix specific colors based on their color theory handouts and color vocabulary; Relate color theory art production.

Content: Identify and describe different colors in various works of art including their own, their peers, and established artists; Define color vocabulary and identify that vocabulary in their own original works of art; Identify and describe values of those colors.

Suggested Activities: Color wheel adaptation; Primary Color Mixing Designs; Warm /cool color designs; Complimentary color designs

Week Eight and Nine: Form

Key Skills: Create a three dimensional object out of various materials. Applying the art elements explored throughout the quarter including line, shape, color, and texture.

Content: Identify and describe all the art elements found in the 3 dimensional object they create; Relate new art vocabulary to 2 and 3 d objects they create.

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Suggested Activities: 3 dimensional drawings of objects; paper sculpture; paper Mache bowl, paper Mache animal, 3D snowflake design

Week Ten: Art History and Connection

Key Skills: Create a work of art based on that of a famous artist that they choose to research; Present about that artist to their class and prepare a written document to accompany the presentation.

Content: Identify and describe the art elements described in the artist of their choice and their own interpretation of that artists work.

Suggested Activities: Reproduction of artists work; presentation on a specific artist, written artist statements

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 3: Grade 7

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Visual Arts
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 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.
1.5.8.Cr3a:
Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
1.5.8.Pr4a:
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.Pr5a:
Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a:
Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Re7a:

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Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which 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.Re8a:

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.

1.5.8.Cn10a:

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.

Unit 3: Grade 7

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DESIRED RESULTS

Established Goals

Students will apply the foundational elements of art (line, shape, color, texture, and form) to describe, compare, analyze, revise, and create compositions in a variety of mediums and genres, including but not limited to: still life, figure drawing, landscape, and abstraction, and printmaking.

Transfer

Students will be able to independently use their learning to...

- Describe the artistic process and techniques used by themselves in their own work, their classmates, and established artists.
- Apply a variety of techniques and skills in still-life, figure drawing, landscape, printmaking, 3-D art, and other art forms
- Combine line, shape, color, texture, and form to create various compositions.
- Create written statements describing self-generated artwork.
- Create collaborative compositions in pairs or small groups.
- Draft, revise, and give and receive feedback on student work.
- Connect the themes present in works of art to individual or shared experiences, cultures, worldviews, and historical events.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Colors can be combined to create secondary or tertiary colors, as well as a variety of shades and hues. Colors can be used strategically to describe the mood or tone in a composition.**
- **While still life compositions reflect everyday objects, the method used to render them can result in realistic or abstract representations.**
- **Figure draws on our existing basic skills in shape and line to create realistic renderings of human figures and poses.**
- **Layering materials, like cut paper, can be used to**

Essential Questions

Students will keep considering...

- **What is your expectation for art class? What has your art class experience been in the past?**
- **How can I use color to depict tone or mood in a piece? How can I create and implement expanded, limited, or monochromatic color palettes?**
- **How are foreground, middleground, and background integral parts of landscape design?**
- **How can I use a variety of artistic methods to render still life scenes?**
- **How does figure drawing combine the use of shape**

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Meaning	
<p>create new textures, shapes, and forms in a collage.</p> <ul style="list-style-type: none"> • 3-dimensional objects and structures require height, width, and depth. • Landscapes use foreground, middleground, and background to describe space and proximity in a composition. • While many compositions use traditional paper or canvas materials as their base, printmaking enables artists to create artwork on or with unique fiber and paper materials. • Works of art often reflect the artist's own life experiences, surroundings, feelings or cultures. 	<p>and line?</p> <ul style="list-style-type: none"> • How can we identify and create different shapes in various art forms? • How can I use a variety of materials, tools, and techniques to create collages? • How can I create new textures, shapes, and forms by layering, shaping, and working over cut paper? • How do 3-dimensional objects combine line, shape, texture, and color? • What are the differences between still life, figure drawing, and landscapes? How do each depict elements of everyday life in different ways? • How do the works of established artists reflect their life and culture? How can the works of established artists teach us more about ourselves, our community, and other world cultures?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Color wheels can be used to analyze the complementary and contrasting relationships between different colors, as well as identify different shades and hues. Color palettes include a scheme of selectively chosen colors to reflect a mood, tone, or theme, and can range from extended to monochromatic. • Still life compositions are artistic renderings of natural or man-made inanimate objects. • Figure drawing refers to the composition of human shapes, figures, and gestures in a variety of poses, scenes, or groups. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ◦ Describe and identify expectations and overview of fine art class. ◦ Create works of art that describe the different colors on the universal color wheel ◦ Mix specific colors based on their color theory handouts and color vocabulary ◦ Relate color theory to art production. ◦ Create works of art that reflect realistic or abstract objects ◦ Work in pairs, small groups, or as a class to determine indicators of successful composition ◦ Determine the importance of subject matter and

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Acquisition

- | | |
|--|---|
| <ul style="list-style-type: none">• Mixed media compositions use a variety of materials to create collages, assemblages, and sculptures, including but not limited to: wood, paint, cloth, paper, and found objects.• 3-dimensional objects can be constructed out of various materials combining line, shape, texture, and color.• Landscape compositions depict an area of land with natural and/or man made features.• A variety of techniques like relief, etching, layering, and color application can be used in printmaking to create or transform paper materials.• Artwork can have recurring themes reflected by the artist's culture, life experience, or worldview. | <p>focal point to still life composition.</p> <ul style="list-style-type: none">◦ Create simplified forms of human gestures using shapes, lines, and color.◦ Use a limited palette of cut paper materials to create mixed media compositions.◦ Create a three dimensional object out of various materials.◦ Applying the art elements explored throughout the quarter including line, shape, color, and texture.◦ Create landscape compositions from observed source material.◦ Create unique printed materials using a variety of found objects and techniques, including relief, etching, layering, and color application.◦ Determine how the work of established artists reflect cultural traditions and periods in history◦ Create a work of art based on that of a famous artist that they choose to research.◦ Present about that artist to their class and prepare a written document to accompany the presentation. |
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Unit 3: Grade 7

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: 2-D and 3-D Models Drawings, Paintings, and Sculptures Verbal Presentations Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 3: Grade 7

Fine Art - Last Updated on July 29, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week One: Introduction to Art

Key Skills: Describe and identify expectations and overview of fine art class.

Content: Expectations, rules and procedures, and systems in the art classroom.

Suggested Activities: Ice breakers; introductory activities; review systems, rules, and procedures for art room.

Week One and Two: Color Theory

Key Skills: Create works of art that describe the different colors on the universal color wheel; Mix specific colors based on their color theory handouts and color vocabulary; Relate color theory art production.

Content: Color-identification, color mixing, color application, content specific vocabulary.

Suggested Activities: Project Ex: Primary Color Mix Project, Value Painting, Complementary Color Painting

Week Three and Four: Still Life

Key Skills: Create works of art that reflect realistic or abstract objects; determine indicators of successful composition; determine the importance of subject matter and focal point to still life composition.

Content: Drawing, painting, design skills; color mixing; peer and group evaluation.

Suggested Activities: Still Life Design, Drawing, and Painting; Monochromatic Still Life

Week Five and Six: Figure Drawing

Key Skills: Create simplified forms of human gestures using shapes, lines, and color.

Content: Build on existing skills in line work and 2 dimensional design; create figure drawings from live poses, photographs, and/or existing source material.

Suggested Activities: Figure Drawings, Figure Paintings, Figure Drawing Collage.

Week Seven: Cut Paper Design

Key Skills: Use a limited palette of cut paper materials to create mixed media compositions.

Content: Describe different kinds of shapes, space, lines, and textures in cut paper compositions; determine the impact of overlapping shapes and object in design; Design mixed media compositions by cutting, pasting, sketching, gluing, and layering a limited palette of cut paper materials.

Suggested Activities: Everyday object design, Shoes and Sneakers.

Week Eight: 3-D Art

Key Skills: Construct 3-dimensional artwork that demonstrates, height, width, depth, and texture using existing skills in shape, linework, and design.

Content: Describe the 3 terms that physically define 3-D artwork (height, width, depth); determine the importance of construction in 3-D art; compare and contrast the artistic process and skills of 2-D and 3-D art.

Suggested Activities: Paper Mache Masks

Week Nine: Landscapes

Key Skills: Create landscape compositions from observed source material.

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Content: Identify and describe foreground, middleground, and background in landscape design; determine the focal points of landscape composition; determine the atmosphere or mood color can create in landscape compositions.

Suggested Activities: Seasonal Landscape drawing Painting, Landscape Collage,

Week Ten: Printmaking

Key Skills: Create unique printed materials using a variety of found objects and techniques, including relief, etching, layering, and color application.

Content: Determine how different techniques (like relief, etching, layering, and color application with paint or ink) will cause different results in printmaking.

Suggested Activities: Veggie prints, monoprints on plexiglass, found object prints, Styrofoam prints.

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 4: Grade 8

Fine Art - Last Updated on July 29, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Visual Arts
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 responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr3a:
Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
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.
1.5.8.Pr4a:
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.Pr5a:
Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a:
Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Re7a:

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Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which 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.Re8a:

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.

1.5.8.Cn10a:

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.

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DESIRED RESULTS

Established Goals

Students will apply the foundational elements of art (line, shape, color, texture, and form) to describe, compare, analyze, revise, and create compositions in a variety of mediums and genres, including but not limited to: still life, figure drawing, landscape, and abstraction, and printmaking.

Transfer

Students will be able to independently use their learning to...

- Describe the artistic process and techniques used by themselves in their own work, their classmates, and established artists.
- Apply a variety of techniques and skills in still-life, figure drawing, abstraction, printmaking, self-portrait, and other art forms.
- Combine line, shape, color, texture, and form to create various compositions.
- Create written statements describing self-generated artwork.
- Create collaborative compositions in pairs or small groups.
- Draft, revise, and give and receive feedback on student work.
- Connect the themes present in works of art to individual or shared experiences, cultures, worldviews, and historical events.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Colors can be combined to create secondary or tertiary colors, as well as a variety of shades and hues. Colors can be used strategically to describe the mood or tone in a composition.**
- **While still life compositions reflect everyday objects, the method used to render them can result in realistic or abstract representations.**
- **Figure draws on our existing basic skills in shape and line to create realistic renderings of human figures and poses.**
- Abstract art uses themes in line, shape, form, color,

Essential Questions

Students will keep considering...

- **What is your expectation for art class? What has your art class experience been in the past?**
- **How can I use color to depict tone or mood in a piece? How can I create and implement expanded, limited, or monochromatic color palettes?**
- **How are foreground, middleground, and background integral parts of landscape design?**
- **How can I use a variety of artistic methods to render still life scenes?**
- **How does figure drawing combine the use of shape**

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Meaning	
<p>and texture to create visual representations of the real-world. Unlike other some art forms, theme, process, and method take precedent over realism.</p> <ul style="list-style-type: none"> • 3-dimensional objects and structures require height, width, and depth. • While many compositions use traditional paper or canvas materials as their base, printmaking enables artists to create artwork on or with unique fiber and paper materials. • While self-portraits are used to describe the artist, they can be created using a variety of techniques outside of realism to focus on a tone, mood, or theme. • Works of art often reflect the artist's own life experiences, surroundings, feelings or cultures. 	<p>and line?</p> <ul style="list-style-type: none"> ◦ How can we identify and create different shapes in various art forms? ◦ How can I create abstract representations of real-world objects, forms, figures, or landscapes? ◦ How do 3-dimensional objects combine line, shape, texture, and color? ◦ What are the differences between still life, figure drawing, and landscapes? How do each depict elements of everyday life in different ways? ◦ What is the difference between self-portrait and self-image? ◦ How can I use my existing skills in line, shape, color, texture, and figure drawing to create a self-portrait? ◦ How do the works of established artists reflect their life and culture? How can the works of established artists teach us more about ourselves, our community, and other world cultures?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Color wheels can be used to analyze the complementary and contrasting relationships between different colors, as well as identify different shades and hues. Color palettes include a scheme of selectively chosen colors to reflect a mood, tone, or theme, and can range from extended to monochromatic. • Still life compositions are artistic renderings of natural or man-made inanimate objects. • Figure drawing refers to the composition of human 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ◦ Describe and identify expectations and overview of fine art class. ◦ Create works of art that describe the different colors on the universal color wheel ◦ Mix specific colors based on their color theory handouts and color vocabulary ◦ Relate color theory to art production. ◦ Create works of art that reflect realistic or abstract objects ◦ Work in pairs, small groups, or as a class to

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Acquisition

shapes, figures, and gestures in a variety of poses, scenes, or groups.

- Abstract art uses line, shape, and form, to create unique representations of the real-world scenes and objects that are separate from their real-world appearance.
- **3-dimensional objects can be constructed out of various materials combining line, shape, texture, and color.**
- **A variety of techniques like relief, etching, layering, and color application can be used in printmaking to create or transform paper materials.**
- **Self-Portraits are portraits of the artist created by themselves, normally to depict a specific theme.**
- **Artwork can have recurring themes reflected by the artist's culture, life experience, or worldview.**

determine indicators of successful composition

- **Determine the importance of subject matter and focal point to still life composition.**
- **Create simplified forms of human gestures using shapes, lines, and color.**
- **Create abstract compositions in paintings, drawings, or other 2-dimensional composition.**
- **Create a three dimensional object out of various materials.**
- **Applying the art elements explored throughout the quarter including line, shape, color, and texture.**
- **Create unique printed materials using a variety of found objects and techniques, including relief, etching, layering, and color application.**
- **Discuss the difference between self-portrait and self-image.**
- **Create self-portraits using existing skills in line, shape, color theory, and figure drawing.**
- **Determine how the work of established artists reflect cultural traditions and periods in history**
- **Create a work of art based on that of a famous artist that they choose to research.**
- **Present about that artist to their class and prepare a written document to accompany the presentation.**

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: 2-D and 3-D Models Drawings, Paintings, and Sculptures Verbal Presentations Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week One: Introduction to Art

Key Skills: Describe and identify expectations and overview of fine art class.

Content: Expectations, rules and procedures, and systems in the art classroom.

Suggested Activities: Ice breakers; introductory activities; review systems, rules, and procedures for art room.

Week One and Two: Color Theory

Key Skills: Create works of art that describe the different colors on the universal color wheel; Mix specific colors based on their color theory handouts and color vocabulary; Relate color theory art production.

Content: Color-identification, color mixing, color application, content specific vocabulary.

Suggested Activities: Warm/Cool Color Painting, Monochromatic painting.

Week Three and Four: Still Life Design

Key Skills: Create works of art that reflect realistic or abstract objects; determine indicators of successful composition; determine the importance of subject matter and focal point to still life composition.

Content: Drawing, painting, design skills; color mixing; peer and group evaluation.

Suggested Activities: Monochromatic Still Life, Seasonal Still Life.

Week Five: Figure Drawing

Key Skills: Create simplified and complex forms of human gestures using shapes, lines, and color.

Content: Build on existing skills in line work and 2 dimensional design; create figure drawings from live poses, photographs, and/or existing source material.

Suggested Activities: Figure Drawing Collage.

Week Six: Abstractions

Key Skills: Create abstract compositions in paintings, drawings, or other 2-dimensional composition.

Content: Use line, shape, and positive and negative space to create abstract compositions; determine of abstractions can be realistic by nature; Analyze and practice the design process of established artists, like Georgia O'Keefe's process of creating flower abstraction.

Suggested Activities: Flower Abstractions, Bicycle Abstractions, Musical Instrument Abstractions.

Week Seven: 3-D Art

Key Skills: Construct 3-dimensional artwork that demonstrates, height, width, depth, and texture using existing skills in shape, linework, and design.

Content: Describe the 3 terms that physically define 3-D artwork (height, width, depth); determine the importance of construction in 3-D art; compare and contrast the artistic process and skills of 2-D and 3-D art.

Suggested Activities: Recycled Object Sculpture

Week Eight: Printmaking

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Key Skills: Create unique printed materials using a variety of found objects and techniques, including relief, etching, layering, and color application.

Content: Determine how different techniques (like relief, etching, layering, and color application with paint or ink) will cause different results in printmaking.

Suggested Activities: Found object prints, Styrofoam prints.

Week Nine and Ten: Self-Portrait

Key Skills: Create self-portraits using existing skills in line, shape, color theory, and figure drawing.

Content: Identify and describe the use of various art elements and skills in figure drawing; determine if self-portraits "need" to look exactly like the artist; explain the difference between self-portrait and self-image; Analyze and practice the design process of established artist in creating self-portraits.

Suggested Activities: Traditional Self Portrait, Cubistic abstract self portrait, Self image collage,

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION