EAST RUTHERFORD SCHOOL DISTRICT

VISUAL ARTS CURRICULUM
Grades 6-8

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New Jersey Student Learning Standards

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The following maps outline the New Jersey Student Learning Standards for Technology for Grades 6-8. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:
Formative Assessment
Class-Work Review
Project-Based Assessment
Self-Assessment
Teacher Observation
Group & Cooperative Work
Student-Created Rubrics

Resources & Programs

Google Classroom & Applications (Docs, Slides, Sheets, Forms, Maps, Sites, etc.)

Microsoft Office	Excel
Word	Web Lender
Pixie 2 & 3	Google Image
Jumpstar	Tech4Learning

References:
NJ Technology Standards: http://www.state.nj.us/education/cccs/2014/tech/81.pdf
NJ 21st Century Life & Career Standards: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Interdisciplinary Connections are listed as their own category throughout the curriculum map. These connections include but are not limited to the following:
● Language Arts
● Science
● Social Studies
● Mathematics

Essential Question(s): Is art a universal language crossing cultural and language barriers throughout time?

Can you compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages?

Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand: D. Visual Arts

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Art is a universal language. Visual communication through art crosses cultural and language	1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs

barriers throughout time.	principles of design in different historical eras and cultures.	ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual artist. (8th)	
The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific 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.	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual artist. (8th)	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs

Essential Question(s): What technological changes have and will continue to substantially influence the development and nature of the arts?

How do the histories of dance, music, theatre, and visual art in world cultures provide insight into the lives of people and their values?

How do the arts reflect cultural morays and personal aesthetics throughout the ages?

Standard: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand: A. History of Arts and Culture

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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.

Interdisciplinary Connections:
- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Technological changes have and will continue to substantially influence the development and	1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation	-Compare and contrast different artists and genres of art. -Learn techniques and skills from past artists and	-Books and magazines on specific artists and styles. -Hand-outs -Videos and websites relating to artists and styles.

nature of the arts.	of new technologies.	their artwork to help create your own art. -Study how art has changed and also stayed the same throughout time.	
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	-Compare and contrast different artists and genres of art. -Learn techniques and skills from past artists and their artwork to help create your own art. -Study how art has changed and also stayed the same throughout time.	-Books and magazines on specific artists and styles. -Hand-outs -Videos and websites relating to artists and styles.
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	-Compare and contrast different artists and genres of art. -Learn techniques and skills from past artists and their artwork to help create your own art. -Study how art has changed and also stayed the same throughout time.	-Books and magazines on specific artists and styles. -Hand-outs -Videos and websites relating to artists and styles.

Essential Question(s): Is the creation of art driven by the principles of design: balance, harmony, unity, emphasis, proportion, and rhythm/movement?

Are themes in art often communicated through symbolism, allegory or irony? Are there a wide variety of art mediums, each having appropriate tools and processes for the production of artwork? Is fluency in these mediums and the use of the appropriate tools associated with working in these mediums components of art making?

Can you classify art into various genres depending on the formal aspects of visual statements (eg. Physical properties, theoretical components, cultural context) and use discipline specific arts terminology?

Do universal themes exist in art across historical eras and cultures?

Are each of the many genres of art associated with discipline-specific arts terminology and a stylistic approach to art-making?

Are the visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) likely to inform choices about visual communication and art-making techniques?

Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand: D. Visual Art

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	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 <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual artist. (8th)	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs
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. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are	1.3.8.D.2 Apply various <u>art media</u>, <u>art mediums</u>, 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.	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs

		artist. (8th)	
components of art-making.			
The classification of art into various art <u>genres</u> depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with <u>discipline-specific arts terminology</u>.	1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual artist. (8th)	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs
Universal themes exist in art across <u>historical eras</u> and cultures. Art may embrace multiple solutions to a problem.	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.	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual artist. (8th)	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs

Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	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.	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual artist. (8th)	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs
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.	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.	-Create a 3D work of art using origami and the principles of art and design. (6th) -Explore other creative ways to design and build 3D art. (6th) -Learn the power of starting to use modern technology to help you create art. Example being a self-portrait. (7th) -Start to experiment and explore art as it pertains to you, the individual artist. (8th)	-Video tutorials/demonstrations -Teacher demonstrations -Computer design programs -Vocabulary hand-outs

Essential Question(s): Can you use contextual clues in a specific artwork to understand what the artist is trying to convey?
Can art be used for utilitarian and also used for non- utilitarian purposes?
Does performance technique in dance, music, theater, and visual arts vary according to historical era and genre?
Can abstract ideas be expressed in works of dance, music, theater, and visual arts using a genre's stylistic traits?
Can you define the symbolism and metaphoric characteristics in art and art-making?
Does awareness of basic elements of style and design in dance, music, theater and visual arts inform the creation of criteria for judging originality?
Can artwork be both utilitarian and non-utilitarian? Can the relative merits of works of art be assessed through analysis of form, function craftsmanship, and originality?

Standard: 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand: A. Aesthetic Responses

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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.

Interdisciplinary Connections:
- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Contextual clues to artistic intent are embedded in artworks. Analysis of <u>archetypal</u> or <u>consummate works of art</u> requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	-Teacher critiques and rubrics -Peer evaluations and feed-back
Art may be used for <u>utilitarian and non-utilitarian</u> purposes.	1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	-Teacher critiques and rubrics -Peer evaluations and feed-back
Performance technique in dance,	1.4.8.A.3 Distinguish among artistic styles,	-Learn how to speak the language of art and think	-Teacher critiques and rubrics -Peer evaluations and feed-back

music, theatre, and visual art varies according to <u>historical era</u> and <u>genre</u>.	trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a <u>genre's</u> stylistic traits	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.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	-Teacher critiques and rubrics -Peer evaluations and feed-back
Symbolism and metaphor are characteristics of art and art-making.	1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers	-Teacher critiques and rubrics -Peer evaluations and feed-back

		and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	
Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.	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.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	-Teacher critiques and rubrics -Peer evaluations and feed-back
Artwork may be both <u>utilitarian and non-utilitarian</u>. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.	1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	-Teacher critiques and rubrics -Peer evaluations and feed-back

Essential Question(s): Can you effectively evaluate an artists' work without first understanding the ideas they wanted to convey? Can you critique an artists' work using the correct terminology for the techniques and genres used? Can you critique artwork across multiply genres/cultures/eras by the same set of standards?	

Standard: 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand: B. Critique Methodologies

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	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.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better	-Teacher critiques and rubrics -Peer evaluations and feed-back

		your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	
Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	-Teacher critiques and rubrics -Peer evaluations and feed-back
Universal elements of art and principles of design apply equally to artwork across cultures and <u>historical eras</u>.	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.	-Learn how to speak the language of art and think critically about your own work and the work of your peers. -Give constructive critiques to your peers. -Use critiques from peers and teachers to better your own art. -Become comfortable and professional with receiving critiques and how to respond to them.	-Teacher critiques and rubrics -Peer evaluations and feed-back

Modifications			
English Language Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
Scaffolding	Visual aides	Teacher tutoring	Curriculum compacting
Sentence frames	Graphic organizers	Peer tutoring	Challenge assignments
Bilingual dictionaries/translation	Multimedia	Counseling	Enrichment activities
Think alouds	Assistive technology	Graphic organizers	Tiered activities
Highlight key vocabulary	Notes/summaries	Extended time	Independent research/inquiry
Annotation guides	Extended time	Parent communication	Collaborative teamwork
Think-pair- share	Answer eliminator	Modified assignments	Higher level questioning
Visual aides	Highlighter		Critical/Analytical thinking tasks
Modeling	Color contrast		Self-directed activities