

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL
ART DEPARTMENT**

EXPLORING ART MEDIA
Grades 7-8

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Education Plan (IEP)

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 12/5/19.

VISION STATEMENT

The global economy of the 21st century requires that students be able to think creatively. Creativity is a driving force in the global economy. The workforce of the 21st century needs to apply unconventional ideas, new technologies, and new ways of thinking to their world and to their participation in the global economy. In addition, they will need to have an understanding of themselves and the world around them, and to be able to organize and express their thoughts and feelings.

Art education is, therefore, an integral part of the school curriculum. The production of visual arts encourages students to develop creative and critical decision-making skills, as well as creative problem-solving skills, production skills, and technology-based skills. It helps students to develop values and provides them with an understanding of the past, present and future.

Additionally, the goal of art education is to help students achieve a better understanding of themselves and their world, by using visual materials. Human beings have the basic need to organize their thoughts and feelings. They want to make sense of their experiences and order their ideas. They do this in a number of practical, scientific, and artistic ways. The arts are different from other means of doing this, because in art it is important to consider the expressive qualities of form.

Visual art experiences lead us to a more developed self through exploration and growth personally, socially, and culturally contributing to a sense of identity and fulfillment. An aesthetically aware person is more prepared to contribute positively to society. It is imperative that we realize the impact that visual stimuli exert. Study in the visual arts teaches students to shape and build an aesthetically sound future in a highly technical society, participate more fully in a diverse society, and express and evaluate the human condition.

MISSION STATEMENT

The visual arts middle school elective classes unite the areas of observation, the acquisition of knowledge, with the development of skills in order for the student to produce increasingly sophisticated works of art. The visual arts curriculum emphasizes the major areas from the New Jersey Student Learning Standards for Visual and Performing Arts including aesthetics, history, critiquing, and the process of creating. The curriculum also helps students build 21st century skills and addresses the CTE standards for New Jersey.

In the Middle School Exploring Art Media class, the students will build on those skill developed during their time in Foundations. However, students will now expand their artistic horizons by exploring unconventional art media (plastics, textiles, household goods, technology resources, etc) and use them to develop a deeper understanding of artistic design. Throughout the course, students will continue to develop perception, communication, and critical-thinking skills.

Exploring Art Media also gives students the opportunity to examine the impact that art can have on society and the messages it can convey. In our pluralistic society, art education can foster the understanding of a community, its need, and people. Students make connections between the visual arts and other disciplines, which is enhanced by cross curricular study. Additionally, through individual and group involvement, students will develop an understanding of social perspectives within the arts.

COURSE PROFICIENCIES
COURSE OBJECTIVES

1. To develop both creative and critical-thinking skills.
2. To develop self-expression using skills as a visual artist.
3. To develop an understanding of art concepts and techniques.
4. To develop an awareness of how art impacts and reflects society and cultures.
5. To develop the ability and confidence to critique your work and the work of others.
6. To develop an appreciation of history and its impact on artists and the periods in which they work.
7. To develop an awareness of careers in the visual arts and develop organizational and problem-solving skills.
8. To develop, reinforce, and practice safe work habits.
9. To develop an awareness and understanding of technology and its uses, as well as other tools within the visual arts.
10. To develop the ability to work cooperatively, as well as to demonstrate respect and appreciation for the uniqueness of others.

STUDENT PROFICIENCIES

The student will be able to:

1. Become a creative problem-solver.
2. Create visually in a variety of media.
3. Use artistic skills to express a personal point of view.
4. Use and recognize the principles and elements of design within a work of art.
5. Develop skills to manipulate media.
6. Demonstrate the influence of the visual arts historically and in today's world.
7. Demonstrate an appreciation of the visual arts in the many varied cultures around the world.
8. Observe, analyze, and discuss their work and the work of others.
9. Appreciate and take pride in their work.
10. Use the tools appropriately and safely for each medium.
11. Produce visual art in a wide variety of media.
12. Work cooperatively with others during class and in small group activities.

METHODS OF EVALUATION

Students will be evaluated in a number of ways:

1. Completion of projects/assignments.
2. Class participation/performance.
3. Quality of work compatible with established criteria.
4. Teacher observations.
5. Appropriate use of tools and materials.
6. Student/teacher collaborative conferencing based on criteria established for each project.
7. Oral and written reflections.
8. Portfolio assessment. (hard copy, examples, digital)

Additional Factors:

1. Attention/involvement in instruction.
2. Completion of assignments within established time frame.
3. Ability to work with others.
4. Initiative and responsibility.
5. Accomplishment of long-range expectations.

Categories of Assessment:

1. Creating and Producing Art – hands-on application process and/or product.
2. Elements and Principles of Design – recognizing, discussing, and using elements and principles of design.
3. Art Appreciation – critiquing and reflection; exploring artists and art movements; assessing the historical, cultural, and societal influences in art.
4. Understanding and Applying Processes, Media, and Technique – exploring disciplines, materials, techniques and terminology.
5. Connecting Art to Careers and Technology – moving art beyond the classroom and into other disciplines.

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities

- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities

- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides

- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers

- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
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- Oral questioning assessments to supplement written response
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- Ongoing teacher feedback as part of the writing process
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- Printed copies of class readings for application of Active Reading Strategies

SCOPE AND SEQUENCE

COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

Standards	Course Outline/Student Objectives
<p>Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5 Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9</p>	<p>I. Elements Of Design (2 weeks; ongoing)</p> <p>A. Understanding of Line</p> <ol style="list-style-type: none"> 1. Draw different kinds of lines (i.e., straight, wavy, zigzag, dotted, curly) 2. Use lines in a variety of ways (i.e., divider, maker of shapes, perspective, decorative quality, impact on composition, create shadow) <p>B. Shape</p> <ol style="list-style-type: none"> 1. Recognize two-dimensional shapes 2. Use two-dimensional shapes <p>C. Form</p> <ol style="list-style-type: none"> 1. Recognize three-dimensional forms 2. Use three-dimensional forms <p>D. Color</p> <ol style="list-style-type: none"> 1. Mix intermediate colors 2. Use color schemes <ol style="list-style-type: none"> a. analogous b. tertiary/intermediate c. complementary d. monochromatic <p>E. Texture</p> <ol style="list-style-type: none"> 1. Define as “feel” of surface, real and 2D interpreted 2. Create 2D textures 3. Create 3D textures 4. Use texture to simulate patterns
<p>Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5 Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9</p>	<p>II. Principles Of Art (2 weeks; ongoing)</p> <p>A. Composition</p> <p>B. Balance</p> <ol style="list-style-type: none"> 1. Symmetry 2. Asymmetry <p>C. Contrast</p> <p>D. Variety</p> <p>E. Emphasis</p> <p>F. Unity</p> <p>G. Rhythm</p>
<p>Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5; 1.4.8.A.6 Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p>	<p>III. Creating Art Using Different Materials, Techniques, and Processes (2 weeks; ongoing)</p> <p>A. Uses a variety of materials and techniques</p> <p>B. Explores media freely</p> <p>C. Combines several media to create a work of art</p> <p>D. Demonstrates use of elements or principles of art in own work</p> <p>E. Works collaboratively on employing elements or principles of art</p> <p>F. Demonstrates skill and confidence when using media and techniques</p> <p>G. Realizes there can be many solutions to one problem</p>

<p>Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9</p>	<ul style="list-style-type: none"> H. Finds inspiration from other art work, the environment, personal experiences, and other resources I. Demonstrates the flexibility to revise and reflect on work throughout the “making” process
<p>Standards: 1.2.8.A.2; 1.2.8.A.3; 1.2.8.A.1; 1.1.8.D.2; 1.4.8.A.6 Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9; 6.2.8.D.4.g</p>	<ul style="list-style-type: none"> V. Art Appreciation (2 weeks; ongoing) <ul style="list-style-type: none"> A. Art and Culture as a Universal Language <ul style="list-style-type: none"> 1. Compare and contrast disciplines 2. Use of materials, tools, and technology B. Historical Connections <ul style="list-style-type: none"> 1. Societal influences 2. Art as it influences and affects events C. Art Presentations <ul style="list-style-type: none"> 1. Observe, select, and describe a favorite aspect or element of a work of art 2. Share works of art informally in classroom settings 3. Present completed works of art in exhibition areas outside the classroom 4. View works of art inside and outside the classroom - field trips
<p>Standards: 1.4.8.B.3; 1.4.8.A.4 Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4 21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3 Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9;</p>	<ul style="list-style-type: none"> VI. Career Education And Consumer, Family, And Life Skills (2 weeks; ongoing) <ul style="list-style-type: none"> A. Participation in Cooperative and Collaborative Activities B. Time Management Relevant to Pacing Work and Deadlines C. Self Motivation and Management D. Problem Solving E. Research

RESOURCES/ACTIVITIES GUIDE

Books:

Hands-on Culture Series - Walch Publishing (Paperbacks)

Ancient Egypt
West Africa
Southeast Asia
Japan
Ancient Greece and Rome

Getting to Know the World's Greatest Artists Series – by Mike Venezia – Grollier Publishing O’Keeffe, Matisse, Seurat, Da Vinci, Pollack, Chagall, Rockwell, Renoir, Van Gogh, Warhol, Monet, Rembrandt, and Cassatt

Native American Crafts Series – Corwin

Northeast and Southwest
Plains and Plateaus
Northwest Coastal, Arctic, and Sub-Arctic
California, the Great Basin and Southwest

Frida by Kahol and Frith

Hands-on Culture of Mexico and Central America by O’Halloran

What Makes a Rembrandt at Rembrandt? by Muhlberger

Videos:

Great Artist Series

Picasso Makes Faces
Matisse in Patterns and Paper
The Southwest of Georgia O’Keeffe

Getting to Know Series

Line in Art
Shapes and Form in Art
Color in Art

Understanding Painting Series

Approaching a Painting
Composition and Realism
Landscape, Seascape
Portraits, People
Abstraction, Light and Color

Crystal Production World Folk Art 1 and 2

Elements of Design
Principles of Design

Dropping in on

Dropping in on Matisse
Dropping in on Picasso
Dropping in on Rousseau
Dropping in on Grant Wood

Who is the Artist Series?

Chagall, Klee, Magritte
Benton, Hopper, Wood
Lichtenstein, Thiebaud, Warhol
Dufy, Gauguin, Matisse
Degas, Renoir, Cassatt
Cezanne, van Gogh, Seurat

Behind the Scenes Art Series with Penn and Teller

Balance – Nancy Graves
Framing the Picture
Color – Painting
Drawing

The Art of Seeing – Part 1 and 2

Faith Ringgold – The Last Story Quilt

Crystal Productions World Folk Art 1 and 2

Sculpting with Paper

Paper Weaving

Paper Molas

Paper Mosaics

Sax Arts and Crafts Using Construction Paper

Masks from Many Cultures

Potters of Oaxaca

A Museum for Vincent van Gogh

In a Brilliant Light – van Gogh in Arles

I Want to be an Artist

How to Visit an Art Museum

Acrylic Painting, Getting a Start by Stephen Quiller (Crystal Video)

Basic Perspective Drawing by Gerald Brommer (Crystal Video)

How to Draw by Bruce Blitz

Optical Illusions, How to Create Them by Peggy Flores

Websites

www.lessonplanspage.com/Art.htm

www.enchantedlearning.com

www.kinderart.com/

www.artsonia.com

www.dickblick.com/lessonplans/

www.crayola.com/educators/lessons

www.sandord-artedventures.com/teach

www.amoco/lessons.com

www.princetonol.com

www.eduref.org/cgi

www.getty.edu

www.sansimon.k12.az.us/art

www.aartsedge.kennedy-center.org/

www.coreknowledge.org/CK

www.teach-nology.com/teachers/lessonplana/arts/visual

www.creativeconnections.org

www.artjunction

www.artcyclopedia.com

www.artchive.com

http://www.metmuseum.org/explore/cezannes_apples/splash.html

(Interactive Cezanne Website)

http://www.metmuseum.org/explore/van_gogh/intro.html

(Interactive van Gogh website)

http://www.metmuseum.org/explore/the_block/index_flash.html

(Interactive Romere Bearden Website)

Art Prints

Shorewood Thematic Series with Curriculum Guides

Women, Children, Sculpture, Drawing, Non-Objective Art, Still Life, Landscape,
Portraits, Seasons, Abstract, Language Arts, Math, Social Studies

Faith Ringgold Quilt Series

Art and Sports Themes with Curriculum Guide