

Exploratory Art 8

Grade 8

Prepared by:

Julie Dorlon

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

July 19, 2022

Exploratory Art 8

Course Description:

8th Grade Exploratory Art will help students explore the multidimensional landscape of art. Students will study drawings of still lives, self-portraits, landscapes and abstractions. Students will also draw their own original art works in the genres discussed in class. Additionally, students will study collages, and they will create their own original collages in the genres discussed in class. Finally, students will study sculpture, and they will create their own original sculptures in the genres and materials discussed in class.

Course Sequence:

Unit 1: Drawing – 4 weeks

Unit 2: Collage – 3 weeks

Unit 3: Sculpture – 4 weeks

Pre-requisite: None

Unit 1 - Overview
Content Area: Art 8
Unit Title: Drawing
Grade Level: 8
Core Ideas: Students will study drawings of still lives, self- portraits, landscapes and abstractions. Students will also draw their own original art works in the genres discussed in class.

Unit 1 - Standards

Statement:

CPI#:

Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Performance Expectations (NJSLS)

1.3.12.D.1

Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.4.12.A.2

Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.4

Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.1.12.D.1

Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1:

Make a list of different types of jobs and describe the skills associated with each job.

9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.8.CAP.5:

Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Computer Science and Design Thinking

8.1.5.IC.1

Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.

8.2.8.ITH.1

Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:
 View and discuss contributions of **African-Americans** such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the **Holocaust** photography and collages as well as collaborating with Holocaust studies. View and discuss **LGBTQ** challenges as depicted and perceived in art history. **Asian American Pacific Islander art** Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study **handicap** artists work such as Chuck Close.

Midland Park Public Schools

Interdisciplinary Connection	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..
Companion Standards ELA/L	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6	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.
Unit Essential Question(s): <ul style="list-style-type: none"> • How does one draw what one sees? • How does an artist express through drawing his/her view of the world? Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Students will draw a self-portrait, a landscape, a human figure and an abstract drawing. • Students will understand the elements of drawing and color to enhance an art work. • Students will develop their own original drawing in each genre discussed in class. 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand how artists make drawings. • Students will understand how color helps a drawing.
Evidence of Learning	

Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique

Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects

/Rubrics Alternative Assessments: Worksheets, critiques

Resources/Materials: Visual examples, books, videos, posters, computer resources.

Key Vocabulary: line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Drawing a Still Life	Students will develop the ability to draw what they see using the formal element of line.	Students will create a still life drawing	5 days
Drawing a Self Portrait	Students will develop the ability to draw what they their portrait using the formal element of line.	Students will create an image of themselves using a mirror.	5 days
Drawing a Landscape or Cityscape using one	Students will understand the elements of a landscape and demonstrate how to create one.	Draw a landscape using line and values.	5 days

Midland Park Public Schools

point perspective			
Abstract Design	Students will recognize abstract artwork and draw their own.	Draw with the element of line and making an abstraction.	5 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Casel Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others’ perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students’ intrinsic motivation • Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case

				Managers and follow IEP accommodations/modifications
--	--	--	--	--

Unit 2 - Overview

Content Area: Art 8
Unit Title: Collage
Grade Level: 8
Core Ideas: Students will study collages. Students will also create their own original collages in the genres discussed in class.

Unit 2 - Standards

Statement:	
CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Performance Expectations (NJSLs)	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
Computer Science and Design Thinking	

Midland Park Public Schools

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:
 View and discuss contributions of **African-Americans** such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the **Holocaust** photography and collages as well as collaborating with Holocaust studies. View and discuss **LGBTQ** challenges as depicted and perceived in art history. **Asian American Pacific Islander art** Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study **handicap** artists work such as Chuck Close.

Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..

Companion Standards ELA/L

NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6	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.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How does one create a collage of what one sees? • How does an artist express through collage his/her view of the world? <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Students will create a collage of a landscape, a human figure and an abstract painting. • Students will understand the elements of collage and color to enhance an art work. • Students will develop their own original collages in each genre discussed in class. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will understand how artists make collages. • Students will understand how color helps a collage.
Evidence of Learning	
<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>	
<p>Resources/Materials: Visual examples, books, videos, posters, computer resources.</p>	<p>Key Vocabulary: line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values</p>

Midland Park Public Schools

Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Cityscape Collage	Students will understand what a collage is and create a collage of a cityscape.	Draw a cityscape and add collage magazine pieces.	5 days
Portrait Collage	Students will apply magazine pieces to create a collage of a person.	Draw a portrait and add collage pieces.	5 days
Abstract Collage	Students will recognize abstract art and create an abstract collage.	Create an abstract drawing and add collage pieces.	5 days
<p>Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.</p>			

Casel Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others’ perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodati 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation 	<ul style="list-style-type: none"> • Provide extension activities • Build on students’ intrinsic motivation • Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/ac tion plans • Consult with other members of the grade team for specific 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word

ons/modifications	<ul style="list-style-type: none"> • Accept participation on any level, even one word 		<ul style="list-style-type: none"> behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications
-------------------	--	--	--	--

Unit 3 - Overview

Content Area: Art 8
Unit Title: Sculpture/Ceramics
Grade Level: 8
Core Ideas: Students will study sculpture. Students will also create their own original sculptures in the genres and materials discussed in class.

Unit 3 - Standards

Statement:	
CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Performance Expectations (NJSL)	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.

Midland Park Public Schools

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to: View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	
Interdisciplinary Connection	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..
Companion Standards ELA/L	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6	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.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does one create a sculpture or artwork that can be viewed from all sides or in the round? ● How does an artist express a 3-dimensional concept through sculpture? ● How does one use clay or other media to create a 3- Dimensional form? <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will create a sculpture using various materials such as clay, cardboard, plaster, or wood. ● Students will understand the elements of sculpture and how to create artwork in the round or 3-Dimensionally. ● Students will develop their own original sculptures and will ensure balance, proportion and stability in their 3-Dimensional form. 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Students will understand how artists make sculptures. ● Students will understand how various materials determine the shape and dimension of a sculpture. ● Students will create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plaster craft, cardboard, fibers) ● Students create a three-dimensional artwork using carving techniques to make high and low relief, texture, etc. ● Students will use clay and tools and demonstrate knowledge of clay building techniques such as score, slip, seal, hollowing, wedging, form, actual texture, and proportion.

Midland Park Public Schools

Evidence of Learning	
<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>	
<p>Resources/Materials: Visual examples, books, videos, posters, computer resources.</p>	<p>Key Vocabulary line, gesture drawing, continuous line, contour line, organizational line, perspective line, ebony pencil, stump tints, shades, values</p>
Suggested Pacing Guide	

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Creating a sculpture of a person	Students will use wire and plaster to create figurative sculptures.	Utilizing wire and plaster, students will create a sculpture of a person.	5 days
Found Object Sculpture	Students will understand the development of taking everyday objects and create abstract sculptures.	Plaster used and added to a found object to make a sculpture.	5 days
Abstract Sculpture	Students will use cardboard, plaster, wood, etc. to create abstract 3 dimensional forms.	Three dimensional forms/sculptures will be made in an abstract expression.	5 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Case Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations

<ul style="list-style-type: none"> • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<p>intrinsic motivation</p> <ul style="list-style-type: none"> • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications
--	--	--	--	--