

Hoboken Public Schools

**Visual Arts Curriculum
Grades Seven & Eight**



Visual Arts 7 & 8

HOBOKEN PUBLIC SCHOOLS

Course Description

The Hoboken Public School District boasts a middle school that is committed to fostering a love of the arts in all its students. It is our belief that the arts have intrinsic value and make a unique contribution to culture, society, and lives of individuals. It creates cultures and builds civilizations, as well as provides personal fulfillment. Participation in the visual arts is a valuable part of life and should be cultivated. The visual arts allow for connections with all subject areas and provide students with the ability to reason, make decisions, and judgments. The arts bring joy and excitement to the learning process.

The middle schools' art staff believes they need to supply students with a graduated program of study. Since students work at different speeds and levels, instruction is individualized to a high degree. The visual arts programs in the middle school is process-oriented and emphasize those skills learned in all the facets of the school, academic as well as aesthetic.

The Hoboken Middle School believes in providing all students the opportunity to express themselves through the visual arts, without fear of rejections or ridicule. A safe environment for students to explore their personal hopes and dreams, fears and desires is of the utmost importance. We believe in instilling confidence in our students through our projects and class discussions.

Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings/ Essential	Instructional Objectives/Skills	Suggested Activities	Assessments
September	1.1.8.D.1	How do underlying structures unconsciously guide the creation of art works?	SWBAT identify subjects and themes that reflect their personal thoughts and give new direction to their art making.	Create a collage using personal found objects. Add a discussion component where the elements and principals of art are incorporated.	-Journal assessment -Rubric

October	1.1.8.D.2	What is art? What makes art "art"? Does art have boundaries?	SWBAT articulate judgments about the visual, tactile, spatial, and temporal elements on their experience within the natural and built environment.	Give students a checklist of possible aesthetic and artistic values to give activity structure. Facilitate a debate/discussion on whether the work item is art or not. Allow students to present their arguments	-Class discussions -Rubric -Journal assessments
November	1.2.8.D.1	Does art define culture or does culture define art?	SWBAT compare and contrast the functions, cultural origin, and relative age of artwork from different areas.	Using prints, students will observe works of art either reflecting a culture or part of the culture, questioning students to have them identify vocabulary words and elicit perceptions of the culture.	-Class discussions -Rubric -Journal assessments

January	1.3.8.D.1 1.3.8.D.2 1.3.8.D.3	How does creating in the arts differ from viewing the arts?	SWBAT plan and organize art materials, technologies, and workspace in a safe, efficient way to create their art.	Students will use and develop art skills and techniques through the process of printmaking.	-Rubric -Journal assessments
February	1.3.8.D.4 1.3.8.D.5 1.3.8.D.6	To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?	SWBAT demonstrate appropriate use of technology and tools to create works of art using various media.	Redesign/design package for a given product. Brainstorm product design to gain understanding of the relationship between form and function.	-Rubric -Journal assessments
March	1.4.8.A.1 1.4.8.A.2 1.4.8.A.3 1.4.8.A.4 1.4.8.A.5	Why should I care about the arts?	SWBAT interpret works of art by reflecting on clues in the subject matter.	Have students view works of art and identify the elements and principles in the artwork. Discuss the mood and emotions. Ask whether they like or dislike and offer explanations to their opinions.	-Class discussions -Rubric -Journal assessments

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings/ Essential Questions	Instructional Objectives/Skills	Suggested Activities	Assessments
April	1.4.8.A.6 1.4.8.A.7	What's the difference between a thoughtful and a thoughtless artistic judgment?	SWBAT compare and contrast a variety of responses/opinions to the same piece of artwork.	Have students write their response to the same piece of artwork. Have a student led discussion based on the students' responses.	-Written response to other students' responses -Rubric -Journal assessment
May	1.4.8.B.1 1.4.8.B.2 1.4.8.B.3	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.	SWBAT name the four steps in art criticism: describe, analyze, interpret, and evaluate.	Challenge students to look at art works from other periods and identify specific details that might be meaningful. Students will respond to teacher led discussion with each student critiquing a work of art.	-Class discussions -Rubric -Journal assessments -Written critique
June	1.4.8.B.1 1.4.8.B.2 1.4.8.B.3	When is art criticism vital and when is it not?	SWEAT self critique their own artwork to improve their piece of artwork.	When students believe they have completed their project, students should write a self critique utilizing the formal criticism learned in the previous month.	-Class discussions -Rubric -Journal assessments -Self evaluation

Course Resources

www.arteducators.org

www.aenj.org

Unit 1 – Creative Visual Arts

Unit 1 Marking Cycle One

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.

Essential Questions

- How do underlying structures unconsciously guide the creation of art works?
- How does art have boundaries?

Essential Learning Outcomes

- Students will be able to understand the underlying structures in art can be found via analysis and inference.
- Students will be able to explore that breaking accepted norms often gives rise to new forms of artistic expression.

Technology Infusion

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.

Standards

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

Differentiation

www.differentiatedinstruction.net
www.teachnology.com/tutorials/teacing/differentiate/
www.paulcarneyarts.com
www.ehow.com/list

Assessments

1. Quizzes and tests Class participation
2. Class assignments and projects Group critique
3. Self evaluation Teacher rubrics
4. Journal and/or sketchbook assessments

21st Century Learning Connection

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

Unit 2 History of the Arts and Culture

Marking Cycle Two

Unit Overview: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Essential Questions

- How art define culture or does culture define art?
- What is old and what is new in any work of art?
- How important is "new" in art?

Essential Learning Outcomes

- Students will be able to understand that culture affects self-expression, whether we realize it or not.
- Students will be able to discover that every artist has a style; every artistic period has a style.

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Unit 3 – Performance in Visual Arts

Marking Cycle Three

Unit Overview: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

Essential Questions

- How does creating in the arts differ from viewing the arts?
- How does the viewer properly affect and influence the art and artist and to what extent is the art for the artist?

Essential Learning Outcomes

- Students will be able to understand that the arts serve multiple functions; enlightenment, education, and entertainment.
- Students will be able to explore though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Students will be able to explore the notion that the artistic process can lead to unforeseen or unpredictable outcomes.

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Standards Addressed

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Unit 4 – Aesthetic Responses and Critique Methodologies

Marking Cycle Four

Unit Overview: Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of visual art.

Essential Questions

- How should a student care about the arts?
- How does art define culture or does culture define art?
- How is the difference between a thoughtful and a thoughtless artistic judged?
- What is old and what is new in any work of art?
- How important is new in art?

Essential Learning Outcomes

- Students will be able to understand that aesthetics fosters artistic appreciation; interpretation, imagination, significance, and value.
- Students will discover that the point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making
- Students will explore that experts can and do disagree about value, power, and the source of art.

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