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| <b>Topic</b>   | <b>Design (Grade 8)</b>  |
| <b>Big Idea</b>  |  |
| The Sum and Its Parts: Design  |  |
| <b>Essential Questions</b>   |  |
| <ul style="list-style-type: none"> <li>• When is a work of art considered “whole”?</li> <li>• Do the separate parts of an artwork possess value individually?</li> <li>• How is the work affected by parts that are similar and by those which are different?</li> </ul>   |  |
| <b>Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"> <li>• The whole is not greater than but <i>different from</i> the sum of its parts.</li> <li>• Closure or wholeness is perceived when viewing an art work as an entire design; the eye does not “see” the distinct parts at first glance.</li> <li>• Design is a universal reality evident in the earth, our environment and products of human invention.</li> <li>• At all times people have created designs that naturally express themselves or contribute to the community.</li> <li>• Artists can utilize design to serve a specific intent and purpose to be useful or aesthetic.</li> </ul>  |  |
| <b>NJCCCS</b>  | <b>Aesthetics:1.1; Creation and Performance:1.2; Elements and Principles:1.3; Critique:1.4; World Cultures, History, and Society:1.5</b> |
| <b>Key Concepts and Skills</b>   |  |
| <p>Aesthetics: 1.1 B1</p> <ul style="list-style-type: none"> <li>• Differentiate between the unique and common properties in all of the arts: formulate and respond to meaningful questions about works of art in all the arts based upon observations and interpretations</li> <li>• Observe and identify characteristics of unique and common properties in all arts: understand the cross-pollination of ideas in art forms</li> </ul> <p>Creation and Performance: 1.2 D 1,2,3,4</p> <ul style="list-style-type: none"> <li>• Conceive and create works of art that demonstrate an expanded understanding of the elements and principles of art; employ appropriate vocabulary to categorize the art works</li> <li>• Demonstrate the ability to create two-dimensional or three-dimensional work that shows the unique characteristic of a particular media, technique or tool: employ the elements and principles of art; demonstrate appropriate use of vocabulary when discussing art work</li> </ul> <p>Creation and Performance: 1.2 D1</p> <ul style="list-style-type: none"> <li>• Explore color (expressive uses, emotional impact, specific color relationships, compositional effect of color): recognize psychology of color: rhythm (alternating, random and regular): harmony (proportion, distortion and exaggeration) emphasis (convergence, isolation and the unusual) and informal balance</li> <li>• Understand the use of the elements: specifically color, harmony, rhythm, emphasis and balance</li> </ul> <p>Creation and Performance: 1.2 D2</p> <ul style="list-style-type: none"> <li>• Review of one-point perspective; understand its use in creating the illusion of depth in a two-dimensional drawing</li> <li>• Understand the system of perspective and the use of a vanishing point</li> </ul> |  |

| Topic   | Design (Grade 8) |
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| <b>Key Concepts and Skills</b>  |                  |
| <p>Elements and Principles: 1.3 D2</p> <ul style="list-style-type: none"> <li>• Apply the elements and principles of design to interpret various master works of art</li> <li>• Identify and understand all of the elements and principles of design; be able to interpret their use in master art works based on historical context</li> </ul> <p>Critique; World Cultures, History, and Society: 1.4 A1, B2; 1.5 A1</p> <ul style="list-style-type: none"> <li>• Explain how the structure of design, art techniques, and technology influence the development and meaning of art work; consider technique and craftsmanship as components of the critique process</li> <li>• Demonstrate inquiry skills and appropriate vocabulary for applying knowledge of formal structures using the Feldman method of art criticism (description, analysis, interpretation, and evaluation); compare and contrast the technical proficiency of artists</li> </ul> <p>World Cultures, History, and Society: 1.5</p> <ul style="list-style-type: none"> <li>• Interpret and analyze the meaning and content of artistic works of significant artists from a historical period and/or culture</li> <li>• Analyze art works for use of elements and principles, content as well as the relationship to historical context, relevant cultures and aesthetic qualities</li> </ul>   |                  |
| <b>Learning Activities</b>  |                  |
| <ul style="list-style-type: none"> <li>• 1.1: Observe and identify activities; discussion, oral and written response activities; examine appropriate images from a variety of sources for reference; student presentations; art making activities that can relate to other art forms such as music, and dance</li> <li>• 1.2: Compositional exercises for use of the elements and principles, and thematic content; use of appropriate vocabulary during construction of art work, all culminating in the creation of art work in such categories as realistic, abstract, non-objective and conceptual</li> <li>• 1.2: Compositional exercises for understanding use of the identified elements &amp; principles; art making activities that connect composition to activities that connect composition to conveying thematic content; use of appropriate vocabulary during construction of art work; review activities that reinforce understanding of categories of art (i.e. realistic, abstract, non-objective, and conceptual)</li> <li>• 1.2: Worksheet exercises, internet activities, PowerPoint presentation, analyzing master works for use of perspective and/or creation of a two-dimensional art work that uses one-point perspective</li> <li>• 1.3: Utilize prints, postcards or internet images to identify elements and principles of design in master art works; investigate art making experiences that are influenced by the historical context of the use of elements and principles of design depicted in master works of art</li> <li>• 1.4: Critique activities for criticism structure and identification of elements, principles and arts terminology; select images used, relating to a critique activity; master work critique for structure and meaning</li> <li>• 1.5: Compare and contrast works from different artists through teacher led student discussion, oral, written response or created art works</li> </ul> |                  |

| <b>Topic</b>   | <b>Design (Grade 8)</b> |
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| <b>Assessments</b>   |                         |
| Artwork; Rubrics; In-Process Behavior; Guided Discussions; Planning, Media Experiments; Journal Entries; Essays; Tests; Worksheets |                         |

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| <b>Topic</b>   | <b>Inventiveness (Grade 8)</b>  |
| <b>Big Idea</b>  |   |
| The Spirit of Invention  |   |
| <b>Essential Questions</b>   |   |
| <ul style="list-style-type: none"> <li>• What are challenges that we face today?</li> <li>• Do contemporary problems resemble dilemmas experienced by people in the past or in different parts of the world?</li> <li>• What tools are necessary for effective problem-solving?</li> </ul>   |   |
| <b>Enduring Understandings</b>   |   |
| <ul style="list-style-type: none"> <li>• Inquiry spurs on imaginative solutions to problems and encourages the creative spirit that drives humanity forward.</li> <li>• We know a limited amount about the world from direct experience.</li> <li>• Through imagination, inventiveness, fantasy, entrepreneurship, etc. the knowledge we can gain about the world and how to live in it becomes limitless.</li> </ul>  |   |
| <b>NJCCCS</b>  | <b>Aesthetics: 1.1; Creation and Performance: 1.2; Elements and Principles of the Arts: 1.3; Critique: 1.4; World Cultures, History, and Society: 1.5</b> |
| <b>Key Concepts and Skills</b>   |   |
| <p>Aesthetics:1.1 A3, B3</p> <ul style="list-style-type: none"> <li>• Discuss how imagination inspires art and originality as a component in defining art; examine works from a variety of artistic styles, trends and movements; consider the role of imagination and originality in the creation and appreciation of these works</li> <li>• Observe and identify of characteristics of originality; apply imagination in art making activities; identify and classify styles, trends and movements</li> </ul> <p>Creation and Performance; Elements and Principles: 1.2 D3; 1.3 D3</p> <ul style="list-style-type: none"> <li>• Identify and utilize form, function, craftsmanship, and originality in a work of art; define elements and principles evident in everyday life</li> <li>• Understand form, function, craftsmanship and originality in an art work; understand elements and principles of design; identify in their surroundings</li> </ul> <p>Creation and Performance: 1.2 D4</p> <ul style="list-style-type: none"> <li>• Explore careers in art and ways to develop lifelong opportunities for making art</li> <li>• Recognize different visual art careers</li> </ul> <p>Elements and Principles of the Arts: 1.3 D3</p> <ul style="list-style-type: none"> <li>• Compare and contrast works of art in various media that utilize the same elements and principles of design</li> <li>• Identify the elements and principles of design and understand the concept of compare and contrast in works of art</li> </ul> <p>Critique; World Cultures and History, and Society: 1.4 A1, B2; 1.5 A1</p> <ul style="list-style-type: none"> <li>• Explain how the structure of design, art techniques, and technology influence the development and meaning of art work; consider technique and craftsmanship as components of the critique process</li> <li>• Demonstrate inquiry skills and appropriate vocabulary for applying their knowledge of formal structures using the Feldman method of art criticism (description, analysis, interpretation, and evaluation); compare and contrast the technical proficiency of artists</li> </ul> |   |

| Topic  | Inventiveness (Grade 8) |
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| <b>Key Concepts and Skills</b>   |                         |
| World Cultures, History and Society: 1.5 A2, B1  |                         |
| <ul style="list-style-type: none"> <li>• Examine how the social and political environment influences artists in various social/historical/political contexts</li> <li>• Identify political and social influences and discern the evidence of these influences in art work</li> </ul>   |                         |
| World Cultures, History and Society: 1.5 A1  |                         |
| <ul style="list-style-type: none"> <li>• Analyze how technological changes have influenced the development of visual art; explore historical and contemporary techniques, processes and materials</li> <li>• Understand technological development and its effect on art making</li> </ul>  |                         |
| <b>Learning Activities</b>   |                         |
| <ul style="list-style-type: none"> <li>• 1.1: Group discussions, writing responses, characteristic identification activities, art making activities influenced by exposure to specific styles, trends of movements; imagination stimulus activities; art making to encourage originality; cliché response reduction activities</li> <li>• 1.2: Worksheet exercises, internet activities, PowerPoint presentation, analyzing master and student works for use of form, function, craftsmanship and originality; creation of art work that incorporates form, function, craftsmanship and originality</li> <li>• 1.2: Videos, PowerPoint presentations, web quests, research, guest speakers, performances</li> <li>• 1.3: Activities to identify an art element or principle of design that is evident in art of various media; compare and contrast art works</li> <li>• 1.4: Activities for criticism structure; identify elements and principles and arts terminology; select images used, relating to a critique activity; master work critiqued for structure and meaning</li> <li>• 1.5: Utilize prints, postcards, or internet images to identify social, historical and political influences in art work (i.e. subject matter, object symbolism, composition) students will research how the making of the art work relates to it's historical context; view videos and/or visual presentations</li> <li>• 1.5: Research and/or present technological changes (i.e. tube oil paint, printing press, commercial brushes, non-toxic solvents, ink, markers and paints); art making activities that explore technological developments and historical processes</li> </ul> |                         |
| <b>Assessments</b>   |                         |
| <ul style="list-style-type: none"> <li>• Artwork; Rubrics; In-Process Behavior; Guided Discussions; Planning, Media Experiments; Journal Entries; Essays; Tests; Worksheets</li> </ul>   |                         |

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| <b>Topic</b>   | <b>Relationships (Grade 8)</b>   |
| <b>Big Idea</b>  |  |
| Relationships  |  |
| <b>Essential Questions</b>   |  |
| <ul style="list-style-type: none"> <li>• How does art influence what we can learn about ourselves, our society and our environment?</li> <li>• How does art record and communicate the human experience?</li> <li>• Are our lives shaped by art or is art a reflection of our lives?</li> </ul>  |  |
| <b>Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"> <li>• The universal human experience involves seeking a balance and understanding of the relationships between human vs. human, human vs. self and human vs. nature.</li> <li>• Art allows people to explore connections between their personal, unique experience of the world and the objective, common dimensions shared by all.</li> <li>• Through the making and appreciation of art we come to know more about where we have been, where we are and where we are going.</li> </ul>  |  |
| <b>NJCCCS</b>  | <b>Aesthetics:1.1; Creation and Performance:1.2; Elements and Principles:1.3; Critique:1.4; World Cultures, History, and Society:1.5</b> |
| <b>Key Concepts and Skills</b>   |  |
| <p>Aesthetics: 1.1 A3, B1</p> <ul style="list-style-type: none"> <li>• Describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary; communicate ideas about the social and personal value of art work and how personal life experiences influence an aesthetic response to an art work</li> <li>• Identify social and personal opinions in regard to the role and value of art in society as it relates to aesthetics</li> </ul> <p>Creation and Performance: 1.2 D2</p> <ul style="list-style-type: none"> <li>• Explore the use of various media (i.e. paints, charcoal, pastels, ink, pencils, clay, paper mache, paper, wood, Styrofoam), techniques (i.e. watercolor methods, blended and/or layered acrylic painting, blending, pen and ink, calligraphy, drypoint, modeling) and processes (subtractive sculpting, additive sculpting, printing to create two and three dimensional art works</li> <li>• Improve skill level achievement in media, technique and processes through exploration, demonstration</li> </ul> <p>Elements and Principles: 1.3 D3</p> <ul style="list-style-type: none"> <li>• Compare and contrast works of art in various media that utilize the same elements and principles of design</li> <li>• Identify the elements and principles of design and understand the concept of compare and contrast in works of art</li> </ul> <p>Critique; Aesthetics: 1.4 A 2,3; B3; 1.1 B 3,4</p> <ul style="list-style-type: none"> <li>• Apply the context, historical background, cultural and artistic tradition of an art work to the art critique process; consider technique and craftsmanship in the critique process; explore the relationship between process and meaning</li> <li>• Research or application of presented information to understand the process of critique</li> <li>•</li> </ul> |  |

| Topic   | Relationships (Grade 8) |
|---|-------------------------|
| <b>Learning Activities</b>  |                         |
| World Cultures, History, and Society: 1.5 A2, B1  |                         |
| <ul style="list-style-type: none"><li>• Examine how the social and political environment influences artists in various social/historical/political contexts</li><li>• Identify political and social influences and discern the evidence of these influences in art work</li></ul>   |                         |
| <b>Key Concepts and Skills</b>  |                         |
| <ul style="list-style-type: none"><li>• 1.1: Personal aesthetic response identification experiences; exercises in identification of aesthetic theories (i.e. imitationalism, formalism, functionalism, contextualism, etc.); art making activities dealing with different aesthetic theories</li><li>• 1.2: Experiment with techniques, media and processes to learn their properties; demonstrations of above; compositional exercises for use of the elements &amp; principles, and their connections to thematic content; use of appropriate vocabulary during construction of art work, all culminating in the creation of art work in such categories as realistic, abstract, non-objective and conceptual</li><li>• 1.3: Activities to identify an art element or principle of design that is evident in art of various media; compare and contrast art works</li><li>• 1.4: Critique activities for interpretation of art works dealing with artists' biographies, historical periods, and culture; activities to evaluate art processes, technique and craftsmanship in relationship to meaning</li><li>• 1.5: Utilize prints, postcards or internet images to identify social, historical and political influences in art work (i.e. subject matter, object symbolism, composition) students will research how the making of the art work relates to its historical context; view videos and/or visual presentations</li></ul> |                         |
| <b>Assessments</b>  |                         |
| Artwork; Rubrics; In-Process Behavior; Guided Discussions; Planning, Media Experiments; Journal Entries; Essays; Tests; Worksheets  |                         |