

**Art Movements
8th Grade
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Date

Education Item 10

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

The study of the historical art movements through time, focusing on influential artists who impacted these movements. During 8th grade art, students will be introduced to art history through the study of historical art movements and influential artists of the times. Students will see how art has evolved through time into different styles and genres. They will travel through the history of art, from the earliest cave paintings to modern, present day times, like modern masterpieces from Pablo Picasso to Andy Warhol. Students will have a hands-on learning approach as they draw inspiration from these artists and art movements, applying classic techniques to their own works of art.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:

<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:

<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III.

IV. General Interdisciplinary Connections

Art in its nature is connected to every content area. In middle school art classes, students use visual aids or read art descriptions which associate to language arts classes. Students use math through counting, patterns, and measuring based on the genre. Additionally, classes relate to social studies through the connection of art to various regions of the world and time periods/genres from which they derive. Finally, art classes connect to science through the explanation of how colors are mixed.

V. Pacing Guide

Weeks	Unit
4	Impressionism
4	Post-Impressionism/ Pointillism
4	Fauvism
4	Expressionism
4	Cubism
4	Dada
4	Surrealism
4	Abstract Art
4	Pop Art
4	Contemporary Art

VI. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

- MetKids Website
- The Art of Education University Website
- Incredible Art Department Website
- Pbs arts website
- Paint
- Watercolor
- Oil pastels
- Glue
- Scissors
- Chalk pastels
- Colored pencils
- Markers
- Crayons
- Ink
- Brayers
- Styrofoam/acrylic plates
- Construction paper
- Drawing paper
- Computer
- Q-tips
- Newspaper
- Magazines
- Found Objects
- Computer/iPad

Unit #: 1

Overview: Impressionism

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does Impressionism make you feel?

Enduring Understanding:

- Explore the Impressionist style of art
- Investigate Impressionist different artist artists
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate Impressionism (1870-1900) and analyze how impressionist art places an emphasis on everyday subjects, light/shadow, and small but noticeable brushstrokes. Students will explore the movements most influential artists such as Claude Monet, Edgar Degas, etc.

Students will know:

Learning Targets/ Skills

- Explore making many small marks to turn an everyday snapshot into a work of art.
- Investigate how overlapping small stroke in different colors changed the mood of a painting.
- Interpret how light and shadow effect the feeling of a piece of art.

Suggested Experiences:

- Landscapes
- Portraits
- Everyday objects
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Unit #: 2

Overview: Post-Impressionism

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does post-Impressionism make you feel?

Enduring Understanding:

- Explore the Post-Impressionist style of art
- Investigate Post-Impressionist different artist artists
- Analyze how the eye blends colors together when using short strokes or dots of color
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate post-Impressionism (1885- 1910) and analyze how post-Impressionism was created as a reaction against the realistic lighting and colors in the Impressionism movement. Post-Impressionism uses vivid colors and texture to make this art movement stand out. Student will explore the movements most influential artists such as Vincent Van Gogh, Paul Gauguin, Paul Cezanne, and Gustav Klimt. Students will investigate pointillism (1884-1990) and analyze how it is a subdivision of post-Impressionism in which small marks or dots are used to create a larger image. Students will explore the pointillism's most Influential artist, Georges Seurat.

Students will know:

Learning Targets/ Skills

- Select and use bold colors to create a drawing or painting that moves with textures and large marks.
- Explore making many small dots to create one larger image to create a pointillism.
- Interpret how your eye blends the dots the dots together to create different colors.

Suggested Experiences:

- Landscapes
- Portraits

- Everyday objects
- Flowers
- Interiors
- Still life
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Unit #: 3

Overview: Fauvism

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does Fauvism make you feel?

Enduring Understanding:

- Explore the Fauvism style of art
- Investigate 'Les Fauves' artists
- Investigate how color impacted the fauvist movement.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate Fauvism (1904-1908) and analyze how Fauvism is a movement of art that focuses more on color and painterly qualities than realism. Students will explore the movements most influential artists such as Henri Matisse and Andre Derain.

Students will know:

Learning Targets/ Skills

- Explore using strong lines, bright colors and images that look as though they vibrate around the page.
- Reflect on how bright, bold, unnatural colors makes the art work feel.

Suggested Experiences:

- Landscapes
- Animals
- Portraits
- Food
- Everyday objects
- Abstract
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Unit #: 4

Overview: Expressionism

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does Expressionism make you feel?

Enduring Understanding:

- Explore the Expressionism style of art
- Investigate Expressionist artists
- Investigate how emotion can be evoked through art
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate Expressionism (1890- 1930) and analyze how Expressionism began to express the emotions of the artists rather than the reality which they were living in. This movement shows how emotions can be evoked through art. Student will explore the movements most Influential artists such as Edvard Munch, Wassily Kandinsky, Amedeo Modigliani* and Grant Wood*.

Students will know:

Learning Targets/ Skills

- Create a drawing/painting that is slightly distorted or exaggerated to show moods, emotions, or ideas.
- Investigate using vivid and shocking colors to help express their emotions

Suggested Experiences:

- Landscapes
- Portraits
- Animals
- Abstract
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process

Unit #: 5

Overview: Cubism

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does Cubism make you feel?

Enduring Understanding:

- Explore the Cubism style of art
- Investigate Cubist artists
- Investigate how Cubism depicts its subjects in an abstracted, three-dimensional and geometric way.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate Cubism (1905-1930) and reflect on how it is one of the most influential modern movements. Cubism is a style of art that depicts its subjects in an abstracted, three-dimensional, and geometric way. Students will explore the movements most influential artists such as Pablo Picasso, Georges Braque, and Charles Demuth*.

Students will know:

Learning Targets/ Skills

- Explore how to create an abstract piece of art that depicts its subjects in an abstracted, three-dimensional, and geometric way.
- Investigate how to represent an image in its basic geometric forms.
- Create a drawing and then break it apart.

Suggested Experiences:

- Geometric design
- Abstract portraits
- Everyday objects
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Unit #: 6

Overview: Dada

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does Dada make you feel?

Enduring Understanding:

- Explore the Dada style of art
- Investigate Dada artists
- Reflect on what art is and how it should be made
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate Dada (1916- 1924) and synthesize how Dada art is an anti-art movement. Artists are not focused on what their art looks like, how it is made, or what it is made of. Instead, Dada artists create art that questions the purpose of art. Students will explore the movements most Influential artists such as Marcel Duchamp, and Hannah Hoch.

Students will know:

Learning Targets/ Skills

- Create art that is unique and ironic by drawing an everyday object and covering it in an unexpected material.
- Interpret how to use texture and value to make their object look different.

Suggested Experiences:

- Abstract drawing
- Portraits
- Everyday objects
- Collage
- Readymade sculpture
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Unit #: 7

Overview: Surrealism

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does Surrealism make you feel?

Enduring Understanding:

- Explore the Surrealism style of art
- Investigate Surrealist artists
- Interpret how Surrealism images explored the subconscious areas of the mind
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate surrealism (1917-1950) and interpret how surrealism depicts unbelievable scenarios in a photo-realistic way. Students will synthesize how surrealist work is based on subconscious thoughts rather than logic. Illogical scenes are paired with a realistic technique to create a strange juxtaposition. Students will explore the movements most influential artists such as Salvador Dali, and Rene Magritte.

Students will know:

Learning Targets/ Skills

- Create a dream-like, fantasy artwork.
- Explore using a variety material to create one dream like piece of art.
- Select collage as a method to create surrealist work.

Suggested Experiences:

- Abstract
- Landscape
- Portraits
- Animals
- Food

- Everyday objects
- Collage
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

opics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Unit #: 8

Overview: Abstract Art

Essential Questions:

- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does abstract art make you feel?

Enduring Understanding:

- Explore the abstract style of art
- Investigate abstract artists
- Reflect on how abstract art is not realistic although often based on an actual object
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Student will investigate Abstract Art (1920- 1950) and analyze how Abstract art uses the Elements of Art to create a multitude of artwork, from geometric compositions to expressive splatter paint. Students will explore the movements most Influential artists such as Jackson Pollock, Willem de Kooning, Piet Mondrian*, and Georgia O'Keeffe*.

Students will know:

Learning Targets/ Skills

- Develop a completely abstract artwork by using the Elements of Art and Principles of Design.
- Select an object and abstract it until it is unrecognizable.
- Interpret the use of bright/bold colors vs. neutrals colors and hoe it effects the overall feel of a piece of art.

Suggested Experiences:

- Geometric and organic shapes
- Lines and designs

New Jersey Department of Education - State Instructional Mandates:

opics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Unit #: 9

Overview: Pop Art

Essential Questions:

- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does Pop Art make you feel?
- How do bold, bright colors intensify Pop Art?

Enduring Understanding:

- Explore the Pop Art style of art
- Investigate Pop Art artists
- Reflect on how everyday objects can be turned into art
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate Pop Art (1950- 1980) and synthesize how Pop Art is based on popular culture. Artists take objects and people from everyday life and turn them into fine art. Pop art used lots of bright bold, and attractive colors. Students will explore the movements most influential artists such as Andy Warhol, Roy Lichtenstein, and Keith Haring.

Students will know:

Learning Targets/ Skills

- Investigate how everyday objects and people will be turned into art.
- Identify objects and people from our current Pop culture and use it as inspiration to create their own Pop Art painting, drawing or print.
- Select bright, bold colors to make vibrant art.
- Analyze the use of repetition in art.
- Explore and use the print making process to make multiple images.

Suggested Experiences:

- Portraits
- Animals
- Text
- Advertisements
- Everyday objects

- Food
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

opics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Essential Questions:

- How do artists and designers create works of art or design that effectively communicate?
- How do artists express themselves using art materials?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of a society?
- How does art preserve aspects of life?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does contemporary art make you feel?

Enduring Understanding:

- Explore the contemporary style of art
- Investigate contemporary artists
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Students will be able to:

Goals/Objectives

Students will investigate Contemporary Art (Present) and synthesize how Contemporary Art is any art being made right now, by artists in the 21st century. Contemporary art includes many styles of art outside of painting and drawing, such as photography, graphic design, and mural work. Students will explore the movements most Influential artists such as Jeff Koons, Takashi Murakami, Gerhard Richter, and Kara Walker.

Students will know:

Learning Targets/ Skills

- Investigate the many contemporary styles of art outside of painting and drawing, such as photography, graphic design, cartooning and mural work.
- Select a contemporary style and create a personal piece of art or a reproduction of an original.

Suggested Experiences:

- Portraits
- Animals
- Landscapes
- Everyday objects
- Food

- Cartoon
- Text
- Illustration
- Abstract design
- Reproduction of a master

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about artists and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

Art Movements- Grade 8

Content Area: **Performing Arts**
Course(s): **Art- Grades 6-8**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Learning Standards- Visual Arts

VA.6-8.1.5.8.Re9	Applying criteria to evaluate products.
VA.6-8.1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
VA.6-8.1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
VA.6-8.1.5.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.6-8.1.5.8.Re7	Perceiving and analyzing products.
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.6-8.1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
VA.6-8.1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
VA.6-8.1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
VA.6-8.1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
VA.6-8.1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
VA.6-8.1.5.8.Pr6	Conveying meaning through art.
VA.6-8.1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
VA.6-8.1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
VA.6-8.1.5.8.Cr3	Refining and completing products.
VA.6-8.1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
VA.6-8.1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
VA.6-8.1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
VA.6-8.1.5.8.Re	Responding
VA.6-8.1.5.8.Pr4	Selecting, analyzing and interpreting work.
VA.6-8.1.5.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen

	understanding.
VA.6-8.1.5.8.Cr1	Generating and conceptualizing ideas.
	Perceive
VA.6-8.1.5.8.Cr2	Organizing and developing ideas.
VA.6-8.1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
VA.6-8.1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

New Jersey Learning Standards- Media Arts

MA.6-8.1.2.8.Cn11b	Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).
MA.6-8.1.2.8.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.6-8.1.2.8.Cr1b	Organize and design artistic ideas for media arts productions.
MA.6-8.1.2.8.Pr6b	Analyze benefits and impacts from presenting media artworks.
MA.6-8.1.2.8.Re8a	Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
MA.6-8.1.2.8.Cr3c	Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
MA.6-8.1.2.8.Cr2a	Organize and design artistic ideas for media arts productions.
MA.6-8.1.2.8.Pr4a	Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).
MA.6-8.1.2.8.Cr2b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.6-8.1.2.8.Pr5b	Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
MA.6-8.1.2.8.Pr5c	Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
MA.6-8.1.2.8.Re7a	Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
MA.6-8.1.2.8.Cn11a	Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
MA.6-8.1.2.8.Cn10b	Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
MA.6-8.1.2.8.Cr1a	Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
MA.6-8.1.2.8.Pr6a	Analyze and design various presentation formats and tasks in the presentation and/or

	distribution of media artworks.
MA.6-8.1.2.8.Cn10a	Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
MA.6-8.1.2.8.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
MA.6-8.1.2.8.Pr5a	Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
MA.6-8.1.2.8.Cr3b	Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
MA.6-8.1.2.8.Cr3a	Experiment with and implement multiple approaches that integrate content and stylistic conventions.
MA.6-8.1.2.8.Re7b	Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

Interdisciplinary Connections: Art in its nature is connected to every content area. In middle school art classes, students use visual aids or read art descriptions which associate to language arts classes. Students use math through counting, patterns, and measuring based on the genre. Additionally, classes relate to social studies through the connection of art to various regions of the world and time periods/genres from which they derive. Finally, art classes connect to science through the explanation of how colors are mixed.

21st Century Themes: In addition to mastery of core academic subjects, students must exhibit a range of both functional and critical thinking skills, problem solving, creativity and innovation.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.