

**Art Techniques  
7<sup>th</sup> Grade  
Fine & Performing Arts  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton  
SUPERINTENDENT**

**Denise Cleary  
ASSISTANT SUPERINTENDENT**

**Matthew G. Lorenzetti  
SUPERVISOR OF FINE & PERFORMING ARTS and GIFTED & TALENTED**

**The Linden Board of Education adopted the Curriculum Guide on:**

August 25, 2022

Education Item 10

**Date**

**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

Kevin Thurston – (908) 486-5432 ext. 8307; [kthurston@lindenps.org](mailto:kthurston@lindenps.org)

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; [alouis@lindenps.org](mailto:alouis@lindenps.org)

Title IX Coordinator

Steven Viana – (908) 486-7085; [sviana@lindenps.org](mailto:sviana@lindenps.org)

Director of Special Education

Marie Stefanick – (908) 587-3285; [mstefanick@lindenps.org](mailto:mstefanick@lindenps.org)

### **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

A more in-depth focus of different art techniques and applications of different art materials and supplies.

During 7<sup>th</sup> grade, art students will focus on developing techniques to use with different materials. Students will be introduced to a variety of materials, such as oil and/or chalk pastels, watercolor and/or tempera paint, color pencils, markers, etc. Students will be taught how to properly use these materials and experiment with the way the materials work. Some of the different techniques that will be taught include blending, shading, and layering. The techniques taught will also relate to creating colors, texture, value and lines, which can all be connected to the 6<sup>th</sup> grade curriculum based on the principles and elements of art.

## II. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

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

### B. 21<sup>st</sup> 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. 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.

## IV. Pacing Guide

Weeks	Unit
15	Painting
15	Drawing
10	Mixed Media/3D

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

<ul style="list-style-type: none"> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy</li> </ul>		<ul style="list-style-type: none"> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>
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## 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
- Various size brushes
- Construction paper - all colors
- Manila paper
- Drawing paper (white)
- Watercolor paper
- Sponges
- Newspaper
- Egg cartons (or other containers for paint)
- Tempera Paint
- Acrylic Paint
- Watercolor Paint
- Cardboard
- Crayons
- Canvas/Canvas board
- Colored pencils
- Markers
- Pencils
- Oil pastels
- Chalk pastels
- Charcoal
- India ink
- Manila paper
- Computer/iPad

- Magazines
- Newspaper
- Tissue Paper
- Glue
- Yarn
- Scissors
- Computer
- Tag Board
- Plaster
- Crafting supplies
- Found objects



## Unit #: 1

### Overview: Painting

#### **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 with painting materials?

#### **Enduring Understanding:**

- Artists and designers develop excellence through practice and constructive critique, reflecting, and refining work.
- Refine ideas from imagination with a fluid media.
- Develop hand-eye coordination.
- Understand the care and use of painting materials.
- Utilize opportunities for spontaneous creative expression through this fluid media.
- Commit time and effort to developing ideas and concepts.
- Continue to explore the various techniques of painting, including principles of design and composition.
- Develop small and gross motor skills.
- Investigate the variety of methods of applying paint other than with a brush (i.e., sponge, Q-tip, etc.).

#### **Students will be able to:**

##### Goals/Objectives

Students will continue to investigate the technical skills necessary for personal expression in painting using a variety of paint mediums and techniques in two and three-dimensional applications. Students can build upon their painting skills and knowledge to explore other divisions of painting such as stippling, paint splatter, etc.

#### **Students will know:**

##### Learning Targets/ Skills

Students will...

- Explore the qualities of painting media through mixing colors.
- Continue to refine the principals of color theory: Mixing primaries to make secondary colors
- Continue to refine the principles of color theory: Tints, shades, and values
- Continue to refine the principles of color theory: Complementary colors
- Continue to refine principles of color theory: Analogous colors
- Continue to refine the principles of color theory: cool colors, warm colors
- Continue to refine the principles of color theory: Tertiary colors
- Understand large and small to show distance (perspective)
- Analyze the difference between opaque and transparent
- Create visual texture through the use of value (brush manipulation)
- Utilize various types of tools to paint such as: Sponge, brush, q-tip, etc.
- Investigate how to layer paint both with transparent pigment and opaque pigment
- Utilize elements for design in painting
- Integrate the principles of design in creating a painting
- Interpret the layers of a picture (foreground, middle ground, background)
- Refine the technique of blending colors to create shapes, forms, and depth.
- Analyze the difference in painting media: tempera, acrylic, watercolor

**Concepts:**

## Watercolor

- Wet on wet
- Wet on dry
- Salt Technique
- Paint splatter
- Blotting with tissue
- Blotting with sponge
- Water drops
- Wax resist
- Stippling

## Tempera

- Fill in shape
- Outline
- Dabbing
- Blending
- Textures
- Wet on wet
- Wet on dry

## Acrylic

- Fill in shape
- Outline
- Dabbing
- Blending
- Textures
- Wet on wet
- Wet on dry

**Suggested Experiences:**

- Landscapes
- Portraits
- Animals
- still life
- Abstract
- Patterns

**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: Drawing

#### 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 with drawing materials?
- How can an artist's use of the elements of art convey a specific emotion or message?

#### Enduring Understanding:

- Artists and designers develop excellence through practice and constructive critique, reflecting, and refining work.
- Investigate the various techniques of drawing.
- Perceive drawing as an expression of oneself both visually and emotionally.
- Develop observational skills and hand-eye coordination through drawing.
- Relate perceptual skills and awareness of the world around them.
- Explore the use of line drawing with many different mediums
- Perceive line as an expression of emotion or mood.
- Explore line rhythm, repetition, and movement
- Understand drawing in one-point perspective
- Understand drawing in two-point perspective
- Explore the use of line in contour drawing
- Investigate the different techniques to show value: cross hatching, dotting, etc.

#### Students will be able to:

##### Goals/Objectives

Students will continue to develop technical skills necessary for personal expression in drawing using a variety of media in two and three-dimensional applications. Drawing is a means of defining the shapes of objects, which can represent ideas or express emotions by means of line or tone on a flat surface. Drawing is fundamental to nearly all areas of study and can be done using a wide variety of materials and techniques, along with being done on many different surfaces. Students can build upon their drawing skills and explore other topics involved with drawing such as graphics and illustration. A list of subject matter is given below. The method to complete the activity depends on the goal of the lesson. Large drawing might be done with paint, chalk, crayon, or ink, etc., while fine detail drawing would be done with fine markers, scratch board, pencil, etc. Developing eye-hand coordination is the most essential skill involved.

#### Students will know:

##### Learning Targets/ Skills

##### Students will...

- Explore various techniques of drawing
- Explore the use of different materials to create a drawing
- Develop fine and gross motor skills through the use of various drawing materials
- Develop observational skills and eye-hand coordination through drawing
- Analyze the concept of one-point/ two-point perspective
- Understand visual concept of large/small
- Explore the visual concept of distance: foreground, middle ground, background
- Explore the concept of overlapping in a drawing design: "in front" / "behind"
- Investigate the use of line drawing with many different mediums

- Synthesize line as an expression of emotion or mood.
- Analyze line rhythm, repetition, and movement
- Investigate drawing in one-point/ two-point perspective
- Investigate the use of line in contour drawing
- Investigate the different techniques to show value: cross-hatching, dotting, etc

#### Concepts:

##### Drawing

- Oil Pastels
- Color Mixing
- Blending
- Heavy pressure
- Light pressure
- Strokes
- Heavy pressure
- Light pressure
- Chalk Pastels
- Blending
- Feathering/ Hatching
- Cross-Hatching
- Scumbling
- Stippling

##### Pencil

- Contour Line
- Shading
- Stippling
- Gradiated
- Cross-Hatching
- Hatching

##### Markers

- Fine point
- Stippling
- Chisel tip

##### Colored Pencils

- Varying pressure
- Hatching
- Cross-Hatching
- Stippling
- Layering
- Blending

#### **Suggested Experiences:**

- Abstract
- Landscapes
- Animals
- Cartooning
- Figure drawing/ Portrait
- Contour line drawing
- Lettering

#### **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: Mixed Media/ 3-D

#### **Essential Questions:**

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate
- What kinds of materials can be used to make art?
- What is the purpose of using different mediums to create a unified piece of art?

#### **Enduring Understanding:**

- Synthesize between 2-D and 3-D design.
- Select an assortment of materials to create an art expression.
- Investigate with a variety of materials to create 2-D and 3-D forms.
- Combine 2-D and 3-D objects to create a visual expression.
- Continue to develop creative thinking by using more than one material in a work of art.
- The importance of balance and movement in 3-D work.
- Analyze and use texture to design.
- Combine cutting, tearing, pasting, building, gluing sketching, painting, or drawing to make art
- Refine fine motor skills
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

#### **Students will be able to:**

##### Goals/Objectives

Students will continue to develop the technical skills necessary for personal expression in mixed media art, using a variety of paint mediums in two and three-dimensional applications. Students will be able to expand their knowledge of mixed media art to develop 3-dimensional and sculptural pieces of art. Students will be able to combine 2D and 3D works of art. Students will create multimedia pieces of art by combining techniques such as cutting, tearing, pasting, building, gluing sketching, painting, and/or drawing.

#### **Students will know:**

##### Learning Targets/ Skills

- Select an assortment of materials to create art
- Select and use texture to design.
- Create a collage from found objects and materials
- Explore materials to create 2-D and 3-D works of art
- Select cutting, tearing, pasting, building, gluing sketching, painting, or drawing to make art
- Combine multiple art techniques to create one cohesive work of art.
- Combine 2D and 3D works of art
- Refine creative thinking by using more than one material in a work of art
- Analyze and use texture to design
- Refine fine motor skills and hand-eye coordination
- Investigate a collage from found objects and materials

**Concepts:**

## Mixed Media/ 3-D

- Paper
  - Collage
- Yarn
- Cardboard

**Suggested Experiences:**

- Collage (mixed medium)
  - Landscapes
  - Portraits
  - Animals
  - Abstract
- Paper sculpture

**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 Techniques- Grade 7

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**

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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.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.
VA.6-8.1.5.8.Cr2	Organizing and developing ideas.
VA.6-8.1.5.8.Re8	Interpreting intent and meaning.
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**

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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

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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 Connection

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**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.

**21<sup>st</sup> 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).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
CRP.K-12.CRP11	Use technology to enhance productivity.
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).
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.
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.