

**Foundation of Art
6th 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

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

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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

This course is designed as an introduction to the technical skills necessary for personal expression in drawing, painting, illustration and design using a variety of media in “two-” and “three-dimensional” applications. Computer graphics will be introduced. Students will have the opportunity to explore techniques of the great masters as well as contemporary artists and maintain a portfolio of original work.

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. 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. 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
12	Painting
12	Drawing
12	Mixed Media/3D
4	Media Arts

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"> 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 	<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 	<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
<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 			

<ul style="list-style-type: none"> • 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"> • 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"> • 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
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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
- iPads
- Apps (Adobe Sketch/Adobe Draw)
- Stylus pens
- Printer
- Smart Board
- Drawing paper
- Pencils
- Markers
- Crayons
- Construction paper
- Magazines
- Newspaper
- Tissue Paper
- Glue
- Yarn
- Cardboard

- Scissors
- Tag Board
- Wire
- Cloth
- Clay
- Yarn
- Plaster
- Pipe cleaners
- Popsicle sticks
- Toothpicks
- Straws
- Feathers
- Paper bags
- Paper plates
- Cardboard tubes
- Boxes
- Crafting supplies
- Watercolor
- Tempera
- Acrylic
- Ink
- Pens – felt tip, lettering, etc.
- Paintbrushes
- Colored Pencils
- Watercolor paper
- Scratch Board
- Cardboard
- Oak tag
- Erasers
- Assorted brushes (style/size)
- Manila paper
- Sponges
- Newspaper
- Palettes
- Tempera paint
- Acrylic paint
- Watercolor paint
- Cardboard
- Scratch Board
- Q-tips
- Glue
- String and yarn
- Found objects
- Styrofoam trays
- Brayers
- Spoons
- Plexiglass or inking trays
- Drying racks

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?
- What is the benefit of making multiple images?

Enduring Understanding:

- 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.
- Explore the various techniques of painting, including principles of design and composition.
- Use the elements of design in creating a print.

Students will be able to:

Goals/Objectives

Students will be introduced/continue to develop 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 printmaking.

Students will know:

Learning Targets/ Skills

Painting

Student will...

- Explore the variety of methods of applying paint other than with a brush (i.e., sponge, Q-tip, etc.).
- Better understanding of the principles of color theory: mixing colors to create primary, secondary, and tertiary colors.
- Investigate of the principles of color theory: Tints, shades, and values.
- Investigate of the principles of color theory: Complementary and analogous colors.
- Investigate of the principles of color theory: Cool and warm colors.
- Relate to the world around us by applying the concept of a horizon line.
- Analyze the difference between opaque and transparent.
- Explore the concept of hard-line painting (with tape, etc.).
- Refine the use of the painting media to illustrate depth or form.
- Create visual texture through the use of values (brush manipulation, sponges).
- Understand how to control a wet medium to achieve desired results.
- Utilize the elements of design in painting.
- Integrate the principles of design in creating a painting.
- Interpret the concept of foreground, middle ground, and background by using color.
- Refine the technique of blending colors to create shapes and forms.
- Analyze the difference in painting media: tempera, acrylics, watercolor.
- Investigate the types of artists (illustrators, fine artists, moviemakers, and designers) that utilize painting techniques as well as job opportunities in the marketplace.

Printmaking

Student will...

- Create a print
- Explore the printing process for repeat designs
- Understand that printmaking is a process of reproducing an original image
- Reflect on the importance of positive and negative space in a relief print
- Refine the assigned printing process and its effects to achieve desired results
- Synthesize the various printing processes: rubbing, monoprints, Styrofoam and found objects.

Suggested Experiences:

- Abstract
- Flowers
- People
- Mural Painting
- Painting a design
- Mixing colors
- Geometric designs
- Patterns
- Analogous
- Warm colors
- Complimentary colors
- Crayon resist (use of wash)
- Landscape
- Seascape
- Printing with Styrofoam
- Monoprints with paper
- Scratch art

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:

- 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.

Students will be able to:

Goals/Objectives

Students will be introduced/continue to develop technical skills necessary for personal expression in drawing using a variety of media in two and three-dimensional applications. Drawing can be done using a wide variety of materials and techniques, along with being done of many different surfaces. Students can build upon their drawing skills and explore other topics involved with drawing such as graphics and illustration. Drawing is fundamental to nearly all areas of study.

Students will know:

Learning Targets/ Skills

Drawing

Student will...

- Explore the use of line drawing with many media.
- Perceive line as an expression of emotion or mood.
- Explore the use of line in rhythm, repetition, and movement.
- Interpret the use of tones, in relation to showing distance.
- Understand drawing in one-point perspective.
- Relate proportion in relation to a realistic visual artwork.
- Train the eye to draw what it sees through contour drawing.
- Synthesize personal perception of the individual artist (distortions, each artist as an individual).
- Blend colors to achieve volume in drawing.
- Interpret positive and negative space.
- Draw a portrait from life.
- Explore drawing the figure in proportion.
- Refine composition.
- Explore the concept of overlapping in drawing a design.
- Explore the visual concept of distance: background, foreground, middle ground.
- Relate the concept of overlapping in drawing a realistic visual expression.
- Synthesize that drawing may be accomplished in many media.
- investigate the concepts of cross-hatching, dotting, and combination of line.

Graphics/Illustration

Student will...

- Investigate all the media (i.e. drawing, painting, etc.), techniques in creating an illustration.
- Explore basic lettering and lettering styles.
- Analyze how styles of lettering enhance an image.
- Design the illustration to include lettering to create a more powerful composition.
- Create a piece of commercial art from a story, movie, book, or idea.
- Investigate cartooning and creating a cartoon image.
- Explore the concepts of thumbnail and preliminary sketches prior to final production of illustration.

Suggested Experiences:

- Landscapes (the city/country)
- Seascapes
- Portraits
- Animals
- Still Life
- Abstract
- Patterns
- Cartooning
- Mathematical designs – division of space – radial – geometric design
- Figure drawing – a variety of activities
- Inanimate objects, Man-made objects
- Drawing from nature
- Drawing in a specific artist's style
- Contour line drawing
- Lettering
- Creating a book cover
- Creating a cartoon strip
- Illustrating a CD/album cover
- Creating a movie poster
- Creating an original playing card (jack, queen or king)

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:

- Distinguish between 2-D and 3-D design.
- Select an assortment of materials to create an art expression.
- Work 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.
- Develop creative thinking by using more than one material in a work of art.
- The importance of balance and movement in 3-D work.
- 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 be introduced/continue to develop the technical skills necessary for personal expression in 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 know:

Learning Targets/ Skills

Student will...

- Make a collage from found objects and materials.
- Explore how to create a sculptural form through the use of simple paper construction.
- Combine cutting, tearing, pasting, building, gluing, sketching, painting, and drawing to complete a work of art.
- Analyze the paper construction process including curling, coiling, flat and folding.
- Select and use texture to design.
- Interpret the concept of positive and negative space.
- Refine how to create a sculptural form through construction materials (blocks, boxes, etc.)
- Explore the methods of the joining process in a sculptural form (gluing, stapling, etc.)
- Create a two-dimensional design with fabric.
- Analyze various fibers and their use in creating an art expression.
- Interpret repetition in design of line and color.
- Select texture in a design.
- Appreciate and use found materials to create an art form.

Suggested Experiences:

- Landscapes
- Portraits
- Animals
- Abstract
- Letters/numbers
- Geometric Shapes
- Collage: animals, seascape, landscape, people, insects, etc.
- Paper box sculpture
- Portraits and/or self-portraits: yarn and paint, glue and chalk, torn paper and chalk crayon and wash
- Mural: our town, seasons, flowers, insects, social studies, using found materials, cut paper and markers (spontaneous or planned), etc.
- Paper construction
- Batik
- Tie-die
- Weaving

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: Media Arts

Essential Questions:

- How do artists work?
- How do artists and designers create works of art or design that effectively communicate
- How can technology be used in art the room?
- How can technology be used to create art images?
- How can technology provide a reference and/or final outcome in the drawing and painting process?

Enduring Understanding:

- Knowledge of modern technology and its uses in the art world.
- The use of a computer as a means of creative expression.

Students will be able to:

Goals/Objectives

Students will develop skills and techniques for applying technology to create digital images using different apps and software. Students will be exposed to different ways in which technology can be applied in real world applications to create digital images.

Students will know:

Learning Targets/ Skills

Student will...

- Synthesize the skills and techniques of using the computer and apply them to graphic design.
- Analyze the function of different computers, iPads, and apps (Adobe Draw).
- Share an awareness of the different styles of lettering (fonts).
- Use technology as a reference for 2-D and 3-D work.
- Use the elements of art in manipulating pixels to create artwork.
- Explore the tools in various paint and drawing programs.
- Select the computer to create 2-D and 3-D images.
- Explore photo manipulation to change and enhance digital photographs.
- Analyze the various uses of artistic technology in the job marketplace (advertising, moviemaking, illustration, layout, etc.).
- Use the computer to enhance art materials or art projects.
- Explore the internet for research in art history, reference, ideas and as a motivational tool.

Suggested Experiences:

- Create simple perspective drawings
- Line designs
- Repetition of pattern
- Create an abstract image on the computer
- Manipulate pictures by using different Art apps (Adobe Draw, Photoshop, Paint)

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.

Foundations of Art- Grade 6

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.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

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 Connection

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).
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.
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.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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.