MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown Middle School

Through the Artist's Eye

Grade 8

September 2016

Written by: Gerard Bittner

Stan Krzyminski, Director of Curriculum

Dean Insana, Supervisor of Special Areas

Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown Middle School
Williamstown, New Jersey

Mission Statement

The administration, faculty, and staff of Williamstown Middle School, in cooperation with parents and the community, and with the active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. Through an interdisciplinary approach we will aid our students in developing responsible behavior, a positive attitude toward themselves and others, and the necessary life skills to become productive citizens in our changing society. We accept the challenge and responsibility of accomplishing these goals.

Williamstown Middle School Education
Life's Preparation

Williamstown Middle School
Williamstown, New Jersey

The Visual and Performing Arts

Department Philosophy

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

Monroe Township Public Schools
Williamstown, New Jersey

Curriculum Philosophy

Monroe Township Public Schools offer all students access to curricula that addresses the New Jersey Core Curriculum Content Standards to provide for differentiation in meeting the needs of a variety of learners. All students identified as Special Needs and English language Learners are provided with instruction that will meet the needs as identified in their individual educational plan or as established through the utilization of content area benchmark assessments. Our goal, as a district, is to provide students with the skills necessary to meet the rigor of a selected career in the 21st century.

August 2008

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Williamstown Middle School
Williamstown, New Jersey

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COURSE ORGANIZATION

Through the Artist's Eye

LENGTH OF TIME: **One Cycle**
NUMBER OF PERIODS PER WEEK: **5**

PURPOSE STATEMENT

The arts are used to achieve a multitude of human purposes: to present issues and ideas, to teach or persuade, to entertain, to decorate or please. The arts are integral to every person's daily. Our personal, social, economic, and cultural environments are shaped by the arts at every turn. Their impact cannot be denied. Throughout history, art has served to connect our imaginations within the deepest questions of human existence: Who am I? What must I do? Where am I going? Studying responses to those questions through time and across cultures-as well acquiring the skills and knowledge to create one's own response is essential not only to understanding life but to living it fully.

The arts offer unique sources of enjoyment and exhilaration for the imagination. They explore relationships between ideas and objects and serve as links between thought and action. The arts help students develop respectful attitudes about the beliefs and cultures of others, communicate ideas and inner emotions, and obtain the intellectual skills required to participate effectively in today's society and economy. The arts teach self-discipline, reinforce self-esteem, and foster the thinking skills and creativity so valued in the work place. They teach the importance of teamwork and cooperation. They demonstrate the direct connection between study, hard work, and high levels of achievement.

Grade 8 3 Dimensional Art II course will include the creation of individual art works using a variety of subject matters and art mediums. Through the basic studies of art the student will develop insight into the nature of human involvement in the art as a viewer, creator, and participant. The student will increase his/her abilities to critique, analyze and develop aesthetics/personal art philosophy. The student is encouraged to develop creative self-expression, as well as, focus on the intellectual qualities of producing artistically accepted art works. This class will present the foundations necessary to understand, discuss and create in the three-dimensional visual world. Using a variety of materials and techniques and digital media, students will explore all the concepts of the principles of design.

Through the Artist's Eye

GRADE 8

SCOPE AND SEQUENCE:

1.   demonstrate proper studio procedures and safety regulations
2.   demonstrate preplanning skills and techniques
3.   effective use of tools, equipment, media, and art processes
4.   demonstrate proper artistic research skills and apply research to project
5.   demonstrate skill of observation and concentration
6.   develop a creatively expressive finished work of art
7.   demonstrate the appropriate use of time in the completion of as assignment
8.   use materials to achieve certain intended effects
9.   choose the proper tools, equipment, media, and processes appropriate to the completion of the task at hand
10.   experiment with a variety of styles in art
11.   experiment using a variety of skills, techniques, media, and procedures
12.   demonstrate proper respect and care for all aspects of the art room and its content
13.   develop an awareness for art careers
14.   demonstrate the importance of sharing artistic ideas
15.   demonstrate art etiquette
16.   recognize social and cultural art themes
17.   explore past and present art forms
18.   understand the motives for making art
19.   use proper art terminology
20.   support criticism based on criteria
21.   learn to respect others' way of thinking, working and expressing themselves

COURSE NAME: **Through the Artist's Eye - Grade 8**	

New Jersey CCCS	Corresponding Essential Question(s):
1.4.8.A.3-7	How do people use aesthetic knowledge in the creative process of art?
1.1.8.D.1,2 1.4.8.A.1-3 1.2.8.A.1-3	How are visual and performing arts skills used to construct creative expressions in the world of the arts?
1.2.8.A.1-3 1.3.8.D.1-6	How do people use the elements of art and principles of design in the creative response of art?
1.4.8.A.1-3,5,7	What language skills and concepts are necessary to best critique a work of art?
1.2.8.A.1,2 1.4.8.A.1-7 1.4.8.B.1-3	How can concepts and skills, such as art, render cultural values and traditions? How have these concepts and skills evolved throughout history?
1.1.8.D.1,2 8.1.8.A.1 8.1.8.D.5	How can today's technology help us to create, educate, and research art throughout history?

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic #1 Students will demonstrate knowledge of: <u>aesthetics and apply an understanding of arts philosophies, judgment, and analysis to works of art.</u>

Essential Question: *How do people use aesthetic knowledge to in the creative process of art?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.1.8.A.1-7 1.1.8.B.1-3 1.2.8.A.2,3	Students will demonstrate: 1. Responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.	1, 2, 3, 4, 5, 6, 8, 10, 14		1, 2, 5, 7, 8, 9, 10, 11, 12, 14, 15		2, 8
	2. The value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.	1, 2, 3, 4, 5, 6, 8, 10, 14		1, 2, 5, 7, 8, 9, 10, 11, 12, 14, 15		2, 8
	3. How historical responses affect the evolution of various artistic styles, trends and movements in art forms.	1, 2, 3, 4, 5, 6, 8, 10, 14		1, 2, 5, 7, 8, 9, 10, 11, 12, 14, 15		2, 8
	4. Cultural messages in works of art.	1, 2, 3, 4, 5, 6, 8, 10, 14		1, 2, 5, 7, 8, 9, 10, 11, 12, 14, 15		2, 8
	5. A personal philosophy or individual statement on the meaning(s) of art.	1, 2, 3, 4, 5, 6, 8, 10, 14		1, 2, 5, 7, 8, 9, 10, 11, 12, 14, 15		2, 8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Students will: <u>synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art.</u>

Essential Question: *How are visual and performing arts skills used to construct creative expressions in the world of the arts?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.1.8.D.1,2 1.3.D.1-6	Students will: 1. Incorporate various art elements in the creation of 2 and 3 dimensional artworks using a broad array of art media and mediums to enhance the expression of creative ideas.	1, 2, 3, 4, 5, 6, 10, 14	7, 9, 11, 12, 13, 14, 15	2, 3, 5, 6, 7, 8
	2. Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, three-dimensional works of art.	1, 2, 3, 4, 5, 6, 10, 14	7, 9, 11, 12, 13, 14, 15	2, 3, 5, 6, 7, 8
	3. Identify 2D and 3D genres of art using art vocabulary and solve hands on problems using genre styles.	1, 2, 3, 4, 5, 6, 10, 14	7, 9, 11, 12, 13, 14, 15	2, 3, 5, 6, 7, 8
	4. A variety of pathways and the requisite training for careers in the visual arts.	1, 2, 3, 4, 5, 6, 10, 14	7, 9, 11, 12, 13, 14, 15	2, 3, 5, 6, 7, 8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Students will demonstrate knowledge of: <u>the creative process through use of the elements of art</u>

Essential Question: *How do people use the principles of design in creative process of art?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion	9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation	9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.2.8.A.1-3 1.3.8.D.1-6	Students will 1. Describe the intellectual and emotional significance conveyed by the application of the elements of art in different historical eras and cultures.	1, 2, 3, 4, 5, 6, 8, 10, 14		1, 2, 7, 9, 11, 12, 13, 14, 15		2, 3, 6, 8
1.2.8.A.1-3 1.3.8.D.1-6	2. Compare and contrast various 2D and 3D masterworks of art form.	1, 2, 3, 4, 5, 6, 8, 10, 14		1, 2, 7, 9, 11, 12, 13, 14, 15		2, 3, 6, 8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 Students will: <u>demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art.</u>

Essential Question: *What language skills and concepts are necessary to best critique a work of art?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.4.8.A.1-3,5,7 1.4.8.B.1-3	Students will: 1. Generate observational and emotional responses to diverse culturally and historically specific works of 3D visual art.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		2, 3, 7, 8, 9, 11, 12, 14		2, 3, 8
	2. Identify works of 3D visual art that are used for utilitarian and non-utilitarian purposes.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		2, 3, 7, 8, 9, 11, 12, 14		2, 3, 8
	3. Demonstrate how to determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		2, 3, 7, 8, 9, 11, 12, 14		2, 3, 8
	4. Demonstrate how to develop criteria for evaluating art and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		2, 3, 7, 8, 9, 11, 12, 14		2, 3, 8
	5. Demonstrate providing examples of how critique may affect the creation and/or modification of an existing or new work of art.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		2, 3, 7, 8, 9, 11, 12, 14		2, 3, 8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Students will: <u>understand the role, development, and influence of the arts throughout history and across cultures.</u>

Essential Question: *How can concepts and skills, such as art, render cultural values and traditions? How have these concepts and skills evolved throughout history?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.2.8.A.1,2 1.4.8.A.1-7 1.4.8.B.1-3	Students will demonstrate: 1. Historical events of the pre-modern, modernism, modern and post modern in artistic development found in visual art.	1, 2, 3, 4, 5, 6, 8, 10, 14	1, 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 15	2, 3, 7, 8
	2. By summarizing and reflecting upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.	1, 2, 3, 4, 5, 6, 8, 10, 14	1, 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 15	2, 3, 7, 8
	3. And evaluate the impact of innovations in the arts from various historical periods of the pre-modern, modernism, modern and post modern in works visual art stylistically representative of the times.	1, 2, 3, 4, 5, 6, 8, 10, 14	1, 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 15	2, 3, 7, 8
	4. Comparing and contrasting the stylistic characteristics of a given historical periods of pre-modern, modernism, modern and postmodern.	1, 2, 3, 4, 5, 6, 8, 10, 14	1, 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 15	2, 3, 7, 8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Students will: <u>expand their capacity to use operations and applications, apply information-literacy skills, and select the appropriate tools and resources to accomplish a variety of tasks, as they develop digital citizenship.</u>

Essential Question: *How can today's technology help us to create, educate, and research art throughout history?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.1.8.D.1,2 8.1.8.A.1 8.1.8.D.5	**A. Nature of Technology: Creativity and Innovation** 1. Explain the impact of globalization on the development of a technological system over time.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		1, 4, 7, 9, 10, 11, 12, 14, 15		2, 3, 8
	B. Design: Critical Thinking, Problem Solving, and Decision-Making. 2. Identify the design constraints and trade offs involved in designing a prototype by completing a design problem and reporting	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		1, 4, 7, 9, 10, 11, 12, 14, 15		2, 3, 8
	C Technological Citizenship, <u>Ethics, and Society</u> 3. Explain the need for patents and the process of registering one.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		1, 4, 7, 9, 10, 11, 12, 14, 15		2, 3, 8
	<u>D. Research and Information Fluency</u> 4. Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and /or other countries.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		1, 4, 7, 9, 10, 11, 12, 14, 15		2, 3, 8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Students will: <u>expand their capacity to use operations and applications, apply information-literacy skills, and select the appropriate tools and resources to accomplish a variety of tasks, as they develop digital citizenship.</u>

Essential Question: *How can today's technology help us to create, educate, and research art throughout history?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
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1.1.8.D.1,2 8.1.8.A.1 8.1.8.D.5	<u>**E. Communication and Collaboration**</u> 5. Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.	1, 2, 3, 4, 5, 6, 8, 9, 10, 14		1, 4, 7, 9, 10, 11, 12, 14, 15		2, 3, 8

APPENDIX

RESOURCES

3 Dimensional Art II - Grade 8

Supplementary Text: A Sampling of Teacher Reference Books:
- History of Art – Janson
- Landscape Painting – Bo Jeffares
- How to Draw What You See – Rudy DeReyna
- Ceramics – Glenn Nelson
- Michelangelo – Goldschneider
- Perspective – JM Parramon
- Art and Man Series
- The Occult in Art – Rachleff

A Sampling of Computer Reference Materials:

- CD Art History and History Series
- CD Encyclopedia
- Library of the Arts on CD
- The Paintings of the Louvre
- Gothic Art
- Modern Art Series
- Cezanne
- A is for Art
- Internet

Library:

Audio-Visual Materials:

- The elements of art
- Understanding Color
- Understanding Perspective

Guest Speakers:

When Available