



West Windsor-Plainsboro Regional School District Elective Art 8

Unit 1: Line/Perspective	
Content Area: Visual Art	
Course & Grade Level: Elective Art 8	
Summary and Rationale	
<p>The foundation of Art Elective 8 is to receive a firm grounding in the Elements of Art, Principles of Design, and composition while building upon knowledge from Elective 7. This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth art experiences that refine their skills. Drawing, painting, color theory, and three-dimensional form will be explored throughout the year. Through the creative process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. This course will encourage students to develop their artistic voice. Cooperative learning and peer/teacher consultation will allow students to become sensitive to individuality and self-expression.</p> <p>In this unit students will communicate visually using line. Students will engage in mark-making exercises, contour line drawing and linear perspective to strengthen their observational skills. Basic rules of classical composition, the Elements of Art, and Principles of Design will be applied to both realistic and imaginative works of art.</p>	
Recommended Pacing	
15 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
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.
1.5.8.Cr1ab	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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.
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.
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
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.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
Responding	
CPI #	Cumulative Progress Indicator (CPI)

1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
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.
1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Line is the foundation for artistic representation and art-making. ● Line is the vehicle in which we communicate the world around us two-dimensionally. ● Line can be used to express the natural and man-made world. ● Line can be applied to create realistic and/or expressive work. ● Drawing exercises and practice build skill and technique. ● Perspective is created through the application of line. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● When creating a work of art, where does an artist begin? ● How can artists represent a three-dimensional world on a two-dimensional surface? 	

- How can an artist manipulate art mediums to produce a variety of line?
- How do artists use line realistically or expressively?
- How does perspective change the way we perceive shapes and forms?
- Do you have to follow the rules of one or two-point perspective to create an effective work of art?

Objectives

When **CREATING**, students will know and be able to:

- Generate ideas for artmaking through pursuit of experimentation.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists, and visual references.
- Experiment with various compositional and perspective problems and solutions.
- Shape an artistic investigation and formulate goals based on observation and expression.
- Explore with a variety of two-dimensional art-making tools.
- Apply multiple skills and techniques, specific to two-dimensional materials, within an original work of art.
- Demonstrate originality through the implementation of skills and techniques learned.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and originality through the application of the Elements of Art, Principles of Design, composition, and/or perspective.
- Recognize and capitalize on possible solutions that develop as part of the working process.
- Demonstrate growth through digital or analog portfolio.
- Contribute to the design of rubrics used to evaluate two-dimensional works of art.
- Formulate an artist statement through the use of appropriate vocabulary.
- Utilize feedback from critique to refine finished pieces of art.

When **PRESENTING**, students will know and be able to:

- Choose display styles that best highlight the unique qualities of a 2D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Catalog artwork in a portfolio.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal compositions for display in both school and community settings.
- Analyze how the location of a work of art may impact your interpretation of the artist's ideas, beliefs and experiences.

When **RESPONDING**, students will know and be able to:

- Identify how personal experiences impact your perception of works of art.
- Identify how identity and personal expression can influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.

When **CONNECTING**, students will know and be able to:

- Create works of art reflecting on identity that incorporates originality and composition and/or perspective.
- Consider how artists' artwork emphasizes their identity and culture in class discussion or critique.
- Discuss how societal and cultural influences can impact an artist's work.

Evidence of Learning

Assessment

Teacher generated assessments

Resources

Core Text:

Unit 2: Form/Value/Color

Content Area: Visual Art

Course & Grade Level: Elective Art 8

Summary and Rationale

The foundation of Art Elective 8 is to receive a firm grounding in the Elements of Art, Principles of Design, and composition while building upon knowledge from Elective 7. This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth art experiences that refine their skills. Drawing, painting, color theory, and three-dimensional form will be explored throughout the year. Through the creative process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. This course will encourage students to develop their artistic voice. Cooperative learning and peer/teacher consultation will allow students to become sensitive to individuality and self-expression.

In this unit students will represent form in a two-dimensional color composition. Students will apply value and modeling through various techniques including mark-making, value scales, and color theory. Students will utilize these techniques to create a sense of form and dimension in their drawings. Basic rules of classical composition, the Elements and Principles of Design, and color theory will be applied to both realistic and imaginative works of art.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
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.
1.5.8.Cr1ab	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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.
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.
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
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.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
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.
1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Value can demonstrate form. ● Light defines form. ● Experimentation with color theory and color mixing can build skill and technique. ● Value and color can be representative of mood, emotion, and expression. ● Artists use layering of hues, tints, tones, and shades to capture the world as they perceive it. ● The meaning of a color can be influenced by cultural experiences. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Is skill necessary to create a successful work of art? 	

- How can you create the illusion of form?
- How do you know if your work is complete?
- How do artists communicate how they perceive the world to others?
- Why is the understanding of color important to an artist?
- How does culture change how you perceive color?
- Why do colors elicit emotion?

Objectives

When **CREATING**, students will know and be able to:

- Generate ideas for artmaking through pursuit of personal interests and experimentation with color and value.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists, and visual references.
- Experiment with various color compositions.
- Apply expressive qualities to differentiate your work from others.
- Shape an artistic investigation with color and value to formulate goals based on personal interests.
- Explore with a variety of two-dimensional color mediums.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Demonstrate originality through the implementation of skills and techniques learned.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc...
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and originality through the application of the Elements and Principles of Design, color theory, and composition.
- Recognize and capitalize on possible solutions that develop as part of the working process.
- Demonstrate growth through digital or analog portfolio.
- Contribute to the design of rubrics used to evaluate two-dimensional works of art.
- Formulate an artist statement through the use of appropriate vocabulary.
- Utilize feedback from critique to refine finished pieces of art.

When **PRESENTING**, students will know and be able to:

- Choose display styles that best highlight the unique qualities of a 2D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Catalog artwork in a portfolio.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal compositions for display in both school and community settings.
- Analyze how the location of a work of art may impact your interpretation of the artist's ideas, beliefs and experiences.

When **RESPONDING**, students will know and be able to:

- Deliberate how an artist's identity and surroundings impact and inspire the visual aspects of their artwork.
- Identify how personal experiences impact your perception of works of art.
- Understand that the perception and meaning of art can change over time.
- Identify how identity and personal expression can influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.

When **CONNECTING**, students will know and be able to:

- Create works of art reflecting on identity that incorporates originality and color theory.
- Consider how artists' artwork emphasizes their identity and culture in class discussion or critique.

- Discuss how societal and cultural influences can impact an artist's work.

Evidence of Learning

Assessment

Teacher generated assessments

Resources

Core Text:

Unit 3: 2D Independent Study**Content Area: Visual Art****Course & Grade Level: Elective Art 8****Summary and Rationale**

The foundation of Art Elective 8 is to receive a firm grounding in the Elements of Art, Principles of Design, and composition while building upon knowledge from Elective 7. This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth art experiences that refine their skills. Drawing, painting, color theory, and three-dimensional form will be explored throughout the year. Through the creative process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. This course will encourage students to develop their artistic voice. Cooperative learning and peer/teacher consultation will allow students to become sensitive to individuality and self-expression.

This unit of study will provide students with the opportunity to self-direct artistic endeavors. Students will be encouraged to reflect upon personal, group, and/or cultural identity when formulating goals for two-dimensional project-based work. The knowledge, experience, and materials from previous units will be applied to the independent study. Students will develop the necessary skills to create and present a thematic concept for an original work of art. Consistent class discussion and critique will inform artists and help direct the refinement of their work. The independent study will guide them on their journey of discovering their artistic voice.

Recommended Pacing

25 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.
1.5.8.Cr1ab	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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.
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.
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
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.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
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.
1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artistic style develops and changes over time with experience and understanding. ● Knowledge of skills and techniques allows one to take artistic risks. ● Artists sometimes break with tradition in an effort to grow. ● Mistakes often lead to better outcomes. 	
Unit Essential Questions	

- Can an artist's style change so drastically that it is unrecognizable?
- When should an artist break with tradition?
- Is all art aesthetically pleasing?
- When are you done with a work of art?
- Can mistakes become an asset?

Objectives

When CREATING, students will know and be able to:

- Generate ideas for artmaking through pursuit of personal interests and experimentation.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists, and visual references.
- Experiment with various compositional problems and solutions
- Shape an artistic investigation and formulate goals based on personal interests and curiosity.
- Explore with a variety of art-making tools.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Demonstrate originality through the implementation of skills and techniques learned.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and originality through the application of the Elements and Principles of Design, color theory, and artistic voice.
- Recognize and capitalize on possible solutions that develop as part of the working process.
- Demonstrate growth through digital or analog portfolio.
- Contribute to the design of rubrics used to evaluate two-dimensional works of art.
- Formulate an artist statement through the use of appropriate vocabulary.
- Utilize feedback from critique to refine finished pieces of art.

When PRESENTING, students will know and be able to:

- Choose display styles that best highlight the unique qualities of a 2D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Catalog artwork in a portfolio.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal compositions for display in both school and community settings.
- Analyze how the location of a work of art may impact your interpretation of the artist's ideas, beliefs and experiences.

When RESPONDING, students will know and be able to:

- Deliberate how an artist's identity and surroundings impact and inspire the visual aspects of their artwork.
- Identify how personal experiences impact your perception of works of art.
- Understand that the perception and meaning of art can change over time.
- Identify how identity and personal expression can influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.

When CONNECTING, students will know and be able to:

- Create works of art reflecting on identity that incorporates originality and personal style.
- Consider how artists' artwork emphasizes their identity and culture in class discussion or critique.
- Discuss how societal and cultural influences can impact an artist's work.

Evidence of Learning

Assessment

Teacher generated assessments

Resources

Core Text:

Unit 1: 3D/Ceramics**Content Area: Visual Art****Course & Grade Level: Elective Art 8****Summary and Rationale**

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In this unit students will apply knowledge of the Elements and Principles of Design, color theory, and composition to a three-dimensional work of art. Students will interpret a two-dimensional design into a three-dimensional form. This process can be explored through: clay, paper sculpture, papier mache, plaster, wire, recycled materials, and/or wood. Students will be introduced to concepts such as proportion, modeling, armatures, and bonding techniques related to the selected medium. Sculptures can reflect realistic or imaginative thematic concepts and should express students' artistic voice.

Recommended Pacing

30 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

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1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
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1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
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Responding	
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CPI #	Cumulative Progress Indicator (CPI)
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CPI #	Cumulative Progress Indicator (CPI)
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Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Three-dimensional sculpture begins as a two-dimensional design. ● Artists organize materials and strategize their design process in pursuit of original works of art. ● Persistence and willingness to take artistic risks leads to personal growth. ● Conscious choices develop harmonious works of art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do you know if your work is complete? ● What are the early stages of creating a sculpture? 	

- Do you always know what your artwork will look like in the end?
- Why is it important that artists share ideas?
- How can perceived failures become artistic choices?

Objectives

When CREATING, students will know and be able to:

- Generate ideas for artmaking through pursuit of personal interests and experimentation.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists, and visual references.
- Experiment with various sculptural problems and solutions
- Shape an artistic investigation and formulate goals based on personal interests and curiosity.
- Explore with a variety of three-dimensional art-making tools.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Demonstrate originality through the implementation of skills and techniques learned.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc...
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine a sculpture with intent and originality through the application of the Elements and Principles of Design.
- Recognize and capitalize on possible solutions that develop as part of the working process.
- Demonstrate growth through digital or analog portfolio.
- Contribute to the design of rubrics used to evaluate three-dimensional works of art.
- Formulate an artist statement through the use of appropriate vocabulary.
- Utilize feedback from critique to refine finished pieces of art.

When PRESENTING, students will know and be able to:

- Choose display styles that best highlight the unique qualities of a 3D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Catalog artwork in a portfolio.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal sculptures for display in both school and community settings.
- Analyze how the location of a work of art may impact your interpretation of the artist's ideas, beliefs and experiences.

When RESPONDING, students will know and be able to:

- Deliberate how an artist's identity and surroundings impact and inspire the visual aspects of their artwork.
- Identify how personal experiences impact your perception of works of art.
- Understand that the perception and meaning of art can change over time.
- Identify how identity and personal expression can influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.

When CONNECTING, students will know and be able to:

- Create works of art reflecting on identity that incorporate originality and personal style.
- Consider how an artist's artwork emphasizes their identity and culture in class discussion or critique.
- Discuss how societal and cultural influences can impact an artist's work.

When CREATING, students will know and be able to:

- Generate ideas for artmaking through pursuit of personal interests and experimentation.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists, and visual references.
- Experiment with various compositional problems and solutions
- Shape an artistic investigation and formulate goals based on personal interests and curiosity.
- Explore with a variety of art-making tools.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Demonstrate originality through the implementation of skills and techniques learned.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc...
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and originality through the application of the elements of art, principles of design, and color theory.
- Recognize and capitalize on possible solutions that develop as part of the working process.
- Demonstrate growth through digital or analog portfolio.
- Contribute to the design of rubrics used to evaluate 2 and 3 dimensional works of art.
- Formulate an artist statement through the use of appropriate vocabulary.
- Utilize feedback from critique to refine finished pieces of art.

When PRESENTING, students will know and be able to:

- Choose display styles that best highlight the unique qualities of a 2D and 3D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Catalog artwork in a portfolio.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal compositions for display in both school and community settings.
- Analyze how the location of a work of art may impact your interpretation of the artist's ideas, beliefs and experiences.

When RESPONDING, students will know and be able to:

- Deliberate how an artist's identity and surroundings impact and inspire the visual aspects of their artwork.
- Identify how personal experiences impact your perception of works of art.
- Understand that the perception and meaning of art can change over time.
- Identify how identity and personal expression can influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.

When CONNECTING, students will know and be able to:

- Create works of art reflecting on identity that incorporates originality and personal style.
- Consider how artists' artwork emphasizes their identity and culture in class discussion or critique.
- Discuss how societal and cultural influences can impact an artist's work.

Evidence of Learning

Assessment

Teacher generated assessments

Resources

Core Text:

Unit X: Sketchbooks & Composition**Content Area: Visual Art****Course & Grade Level: Elective Art 8****Summary and Rationale**

The foundation of Art Elective 8 is to receive a firm grounding in the Elements of Art, Principles of Design, and composition while building upon knowledge from Elective 7. This art course is designed for students who wish to further investigate techniques and processes of the visual arts. Students will develop a greater appreciation of the arts through in-depth art experiences that refine their skills. Drawing, painting, color theory, and three-dimensional form will be explored throughout the year. Through the creative process students will begin to cultivate a positive self-image. Students will recognize the cultural and historical influences which have an effect on the visual arts. This course will encourage students to develop their artistic voice. Cooperative learning and peer/teacher consultation will allow students to become sensitive to individuality and self-expression.

This unit will take place throughout the entire course as we move through each concept and technique learned. Sketchbooks provide students with the opportunity to practice skills, refine techniques, and explore ideas both in and out of the classroom. Sketchbooks teach students to document artistic growth while fostering their personal style. Students can use the sketchbook as a therapeutic tool in their social/emotional learning.

Recommended Pacing

90 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.
1.5.8.Cr1ab	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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.
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.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
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.

Connecting

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

New Jersey Student Learning Standards for English Language Arts

Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Sketchbooks are used to develop artistic growth through practice and exploration. • Sketchbooks can be a therapeutic tool. • The sketchbook itself is a work of art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why do artists use sketchbooks? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> • Generate ideas for artmaking through pursuit of personal interests and experimentation. • Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists, and visual references. • Experiment with various compositional problems and solutions • Shape an artistic investigation and formulate goals based on personal interests and curiosity. • Explore with a variety of art-making tools. • Apply multiple skills and techniques, specific to materials, within an original work of art. • Demonstrate originality through the implementation of skills and techniques learned. • Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc... • Demonstrate safe and respectful practices using all equipment and materials. • Recognize and capitalize on possible solutions that develop as part of the working process. <p>When PRESENTING, students will know and be able to:</p> <ul style="list-style-type: none"> • Catalog artwork in a sketchbook. <p>When CONNECTING, students will know and be able to:</p> <ul style="list-style-type: none"> • Create works of art reflecting on identity that incorporate originality and personal style. 	
Evidence of Learning	
Assessment	
Teacher generated assessments	
Resources	
Core Text:	

