

INTRO TO ART II (8) CURRICULUM

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include:

Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

2020 NEW JERSEY STUDENT LEARNING STANDARDS

[Visual Arts Standards 1.5 \(pgs 146-150\)](#)

[Media Arts Standards 1.2 \(pgs 50-54\)](#)

[Career Readiness, Life Literacies, and Key Skills Introduction](#)

COURSE SUMMARY

Lower Cape May Regional School District Intro to Art II (8) Curriculum	
Content Area: Art	
Course Title: Intro to Art II	Grade level: 8
Unit 1: <i>Learning and Organizing the Principles Of Design</i>	2 weeks (4-5 sessions) 2-3 projects (Including smaller intro projects)
Unit 2: <i>Creating and Preparing Artwork: The Creative Process</i>	4 weeks (8-9 sessions) 2-3 projects
Unit 3: <i>Applying Advanced Art Making Techniques</i>	8 weeks (16-18 sessions) 3-4 projects
Unit 4: <i>Design in the Real World</i>	8 weeks (16-18 sessions) 3- 4 projects
Date Created: 08/2025	Board Approved On:

UNIT 1 OVERVIEW

Lower Cape May Regional School District Intro to Art II (8) Curriculum Unit 1 Overview
Content Area: Art
Unit Title: Learning and Organizing the Principles Of Design
Target Course/Grade Level: 8
Unit Summary: <ul style="list-style-type: none"> ● Review the elements of art- content learned in Intro to Art I. ● Learning, identifying, and organizing the Principles of Design.

- Vocab will be established and written down in notes.
- Apply the Principles of design in a summative assignment.

Interdisciplinary Connections:

- New Jersey Student Learning Standards Mathematics (Using a Ruler, 3D Shapes)

21st Century Themes, Skills, and Standards:
([Career Readiness, Life Literacies, and Key Skills](#))

- Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a problem.
- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

UNIT 1 LEARNING TARGETS

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
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.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.

<p>1.5.8.Cr2c</p>	<p>Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p>
<p>1.5.8.Re8a</p>	<p>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.</p>

UNIT 1 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • <i>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</i> • <i>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • 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. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • People gain insights into meanings of artworks by engaging in the process of art criticism.
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<p><i>designers create works of art or design that effectively communicate?</i></p>	
<p>Unit Objectives: Students will know....</p> <ul style="list-style-type: none"> ● unit specific vocab ● artists utilize the elements of art and principles of design in every artwork ● unit specific art making skills (drawing) ● details of the creative process ● methods to overcome creative blocks ● methods to take creative risks ● methods of design ● methods of redesign ● how to clearly communicate information to a diverse audience ● safety precautions regarding art supplies utilized. 	<p>Unit Objectives: Students will be able to.....</p> <ul style="list-style-type: none"> ● conceptualize early stages of the creative process ● apply methods to overcome creative blocks ● apply methods to take creative risks ● document the creative process in traditional or new media. ● interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant information contributes to understanding messages or ideas and mood conveyed. ● use art supplies in a safe and responsible way.

UNIT 2 OVERVIEW

<p>Lower Cape May Regional School District Intro to Art II (8) Curriculum Unit 2 Overview</p>
<p>Content Area: Art</p>
<p>Unit Title: Creating and Presenting Artwork: The Creative Process</p>
<p>Target Course/Grade Level: 8</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Take their knowledge of the principles of design and learn how to apply it when creating an artwork. ● Challenged with taking each principle of design into mind when creating their artwork.

- Introduced to and applying advanced art making skills
- Observing, identifying, and analyzing a specific artist or art movement.

Interdisciplinary Connections:

- New Jersey Student Learning Standards Mathematics (Using a Ruler, measuring, parallel lines- math vocabulary).
- New Jersey Student Learning Standards Social Studies (Historical Events and Global Issues)

21st Century Themes, Skills, and Standards:

(Career Readiness, Life Literacies, and Key Skills)

- Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a problem.
- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

UNIT 2 LEARNING TARGETS

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
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.Cr1b	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.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
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.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

UNIT 2 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> How do artists work? How do artists and designers determine whether a particular 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Creativity and innovative thinking are essential life skills that can be developed. Artists and
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direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

- *What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?*
- *How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?*

designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

- 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. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Objectives:
Students will know....

- unit specific vocab
- unit specific artist or art movement
- unit specific art making techniques
- principles of design
- how art forms reflect global issues, including climate change
- global issues, including climate change
- elements of art
- design techniques
- design methods
- color theory
- exhibition narratives
- theme-based artworks
- safety precautions regarding art supplies utilized during unit

Unit Objectives:
Students will be able to.....

- apply new art making techniques to create an artwork
- use design methods to create a successful artwork.
- conceptualize early stages of the creative process
- apply methods to overcome creative blocks
- apply methods to take creative risks
- document the creative process in traditional or new media.
- interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant information contributes to understanding messages or ideas and mood conveyed.
- analyze and contrast how art forms are used to reflect global issues.
- use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
- demonstrate an awareness of ethical responsibility as applied to art making.
- apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.

	<ul style="list-style-type: none"> • Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences. • use art supplies in a safe and responsible way.
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UNIT 3 OVERVIEW

Lower Cape May Regional School District Intro to Art II (8) Curriculum Unit 3 Overview
Content Area: Art
Unit Title: Applying Advanced Art Making Techniques
Target Course/Grade Level: 8
Unit Summary: <ul style="list-style-type: none"> • Applying knowledge of the principles of design along with knowledge gained in the previous units to create an artwork using learned advanced art making techniques. • The focus will be to learn how to use an art medium with advanced techniques (which will be learned during this unit).
Interdisciplinary Connections: <ul style="list-style-type: none"> • New Jersey Student Learning Standards Mathematics (Using a Ruler, measuring, parallel lines- math vocabulary). • New Jersey Student Learning Standards Social Studies (Historical Events and Global Issues)
21st Century Themes, Skills, and Standards: (Career Readiness, Life Literacies, and Key Skills) <ul style="list-style-type: none"> • Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work • Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking • Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a

problem.

- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

UNIT 3 LEARNING TARGETS

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
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.Cr1b	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.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.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.Cn11b -	Analyze and contrast how art forms are used to reflect global issues, including climate change.

UNIT 3 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • <i>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</i> • <i>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</i> • <i>What is the value of engaging in the process of art criticism? How does knowing and using visual art vocabulary help us understand and interpret works of art?</i> • <i>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • 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. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
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<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● unit specific vocab ● unit specific artist or art movement ● unit specific advanced art making techniques ● principles of design ● elements of art ● design techniques ● design methods ● color theory ● safety precautions regarding art supplies utilized during unit 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● create artwork with advanced art making techniques ● identify, explain, and discuss unit specific artist or artmovement. ● use art supplies in a safe and responsible way. ● use design methods to create a successful artwork. ● Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. ● Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. 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. ● Analyze and contrast how art forms are used to reflect global issues, including climate change.
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UNIT 4 OVERVIEW

<p>Lower Cape May Regional School District Intro to Art II (8) Curriculum Unit 4 Overview</p>
<p>Content Area: Art</p>
<p>Unit Title: Design in the Real World</p>

Target Course/Grade Level: 8

Unit Summary:

- Using a culmination of the skills learned in the past units to apply art to the real world.
- Introduced to media arts and create artwork with media tools.
- Create an artwork with a message or theme.
- Observing, identifying, and analyzing a specific artist or art movement.

Interdisciplinary Connections:

- New Jersey Student Learning Standards Mathematics (Using a Ruler, measuring, parallel lines- math vocabulary).
- NJCCCS in Technology
- New Jersey Student Learning Standards Social Studies (Historical Events and Global Issues)

21st Century Themes, Skills, and Standards:

(Career Readiness, Life Literacies, and Key Skills)

- Civic Financial Responsibility 1: Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.
- Civic Financial Responsibility 2: Individuals can use their talents, resources, and abilities to give back.
- Career Awareness and Planning 1: An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- Career Awareness and Planning 18: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- Creativity and Innovation 1-4: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Critical Thinking and Problem Solving 1-2: Multiple solutions often exist to solve a problem.
- Critical Thinking and Problem Solving 3: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work
- Digital Citizenship: Digital technology and data can be leveraged by communities to

address effects of climate change.

- Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

UNIT 4 LEARNING TARGETS

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
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.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
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.
1.2.8.Cr1b	Organize and design artistic ideas for media arts productions.
1.2.8.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
1.2.8.Cr2a	Organize and design artistic ideas for media arts productions.
1.2.8.Cr2b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
1.2.8.Cr3a	Experiment with and implement multiple approaches that integrate content and stylistic conventions.

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1.2.8.Cr3b	Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
1.2.8.Cr3c	Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
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).
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.
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.
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.
1.2.8.Pr6a	Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
1.2.8.Pr6b	Analyze benefits and impacts from presenting media artworks.
1.2.8.Re7a	Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
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.

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.
1.2.8.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
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.
1.2.8.Cn10b	Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.
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).
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, and media literacy).

UNIT 4 OBJECTIVES & UNDERSTANDINGS

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • <i>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</i> • <i>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. • People evaluate art based on various criteria.
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- *How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?*
- *How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?*
- *How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?*
- *How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?*
- *How are complex media arts experiences constructed? At what point is a work considered "complete"?*
- *How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?*
- *How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?*
- *How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?*

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share, and distribute media artworks through various social, cultural, and political contexts.
- Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks.
- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Understanding connections to varied contexts and daily life enhances a media artist's work.

<ul style="list-style-type: none"> ● <i>How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?</i> ● <i>How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?</i> ● <i>How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?</i> ● <i>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?</i> 	
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● unit specific vocab ● unit specific artist or art movement ● unit specific advanced art making techniques ● principles of design ● elements of art ● design techniques ● media art design techniques ● media art tools ● media art vocab 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. ● Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. ● Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

- design methods
- color theory
- exhibition narratives
- theme-based artworks
- safety precautions regarding art supplies utilized during unit

- Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 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.
- Organize and design artistic ideas for media arts productions.
- Critique plans, prototypes and production processes considering purposeful and expressive intent.
- Organize and design artistic ideas for media arts productions.
- Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
- 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).
- 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.
- Develop and demonstrate creativity and adaptability, through processes such as testing

	<p>constraints and divergent solutions, within and through media arts productions.</p> <ul style="list-style-type: none">● Develop and demonstrate creativity and adaptability, in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.● Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.● Analyze benefits and impacts from presenting media artworks.● Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.● 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.● Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.● Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.● 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.● Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.● Access, evaluate, and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and
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	<p>societal knowledge, research, exemplary works).</p> <ul style="list-style-type: none"> • 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, and media literacy).
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EVIDENCE OF LEARNING

Lower Cape May Regional School District Intro to Art II Curriculum Evidence of Learning
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> • Daily check-ins • Exit Ticket • Worksheets • One-on-one meetings with students • Classroom polls • Thumbs up thumbs down activities • Jamboard • Quizlet • Journal entries (digital & traditional).
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> • Hands-on Visual Arts projects • Tic-Tac-Toe Board (multiple options) • Digital Media Projects • Journal Entries
<p>Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Teacher tutoring • Peer tutoring • Cooperative Learning Groups

- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

[Career Readiness, Life Literacies, and Key Skills](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

[NJSLS Visual Arts Standards](#)

Project-based Learning Tasks:

- Hands-on Art Projects that incorporate real life scenarios (designing a menu, designing a sticker for a company/store/movement).
- Tic-tac-toe board optional choices for some units (link [here](#))

Vocabulary:

- In-text vocabulary incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be

provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:

- Jamboard
- Procreate
- Adobe Programs
- Pixil Art
- Kahoot
- Quizlet
- Google Arts & Culture
- ThingLink
- Youtube

DIFFERENTIATION STRATEGIES

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time.

High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the

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	student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

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4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

RESOURCES & TEXTS

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- . [NJSL Visual Arts Standards](#)
- Please email Art Teacher for copies of all materials. Can also be accessed on Google Classroom.

Board of Education Approved Text(s)

- List BOE Approved text here