



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Visual & Performing Arts

COURSE: Art, Grade 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Art, Grade 7

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2006	Justine Salvo	Born Date
August 2009	Victor Milano	Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Review
August 2022	Derek Tranchina	Alignment to New Standards and Incorporate State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Elements of Art	21	Unit 1: Elements of Art
2	Unit 1: Elements of Art	22	Unit 1: Elements of Art
3	Unit 1: Elements of Art	23	Unit 1: Elements of Art
4	Unit 2: Principles of Design	24	Unit 2: Principles of Design
5	Unit 2: Principles of Design	25	Unit 2: Principles of Design
6	Unit 2: Principles of Design	26	Unit 2: Principles of Design
7	Unit 3: History of The Arts and Cultures	27	Unit 3: History of The Arts and Cultures
8	Unit 3: History of The Arts and Cultures	28	Unit 3: History of The Arts and Cultures
9	Unit 3: History of The Arts and Cultures	29	Unit 3: History of The Arts and Cultures
10	Unit 3: History of The Arts and Cultures	30	Unit 3: History of The Arts and Cultures
Week	Marking Period 2	Week	Marking Period 4
11	Apply and review topics 1, 2, 3, 4	31	Apply and review topics 1, 2, 3, 4
12	Apply and review topics 1, 2, 3, 4	32	Apply and review topics 1, 2, 3, 4
13	Apply and review topics 1, 2, 3, 4	33	Apply and review topics 1, 2, 3, 4
14	Apply and review topics 1, 2, 3, 4	34	Apply and review topics 1, 2, 3, 4
15	Apply and review topics 1, 2, 3, 4	35	Apply and review topics 1, 2, 3, 4
16	Apply and review topics 1, 2, 3, 4	36	Apply and review topics 1, 2, 3, 4
17	Apply and review topics 1, 2, 3, 4	37	Apply and review topics 1, 2, 3, 4
18	Apply and review topics 1, 2, 3, 4	38	Apply and review topics 1, 2, 3, 4
19	Apply and review topics 1, 2, 3, 4	39	Apply and review topics 1, 2, 3, 4

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20	Apply and review topics 1, 2, 3, 4	40	Apply and review topics 1, 2, 3, 4
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Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 3

Core Instructional & Supplemental Materials including various levels of Texts

Teacher-created presentations, online resources, online databases, virtual tours, Scholastic Art magazine, videos, and various teacher-curated arts texts that support the curriculum.

Exemplar online resources to enhance a curriculum that represents diverse learners and recognizes artistic contributions from myriad types of artists to highlight diversity, equity, and inclusion:

[Google Arts and Culture](#) (interactive digital images of art pieces and museum exhibits)

[The Art of Education](#) (visual arts education curriculum, advocacy, differentiation, climate change, diversity and equity, classroom management strategies and resources)

[National Art Education Association](#) (professional resources for research and integration of contemporary topics in art education)

[The Kennedy Center](#) (digital arts education resource library and lesson plans to bolster multi-learning platforms and settings)

Time Frame	3 weeks- Ongoing
Topic	
Unit 1: Elements of Art	
Alignment to Standards	
<ul style="list-style-type: none"> ● 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.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.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 	

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Learning Objectives and Activities

SWBAT:

- Create compositional exercises using the Elements of Art both individually and collectively to conceptualize the early stages of the creative process.
- Use the Elements of Art as a framework for the design and redesign of objects, places, systems, and images.
- Create 2D artwork that convincingly portrays basic human features, animals, natural environments, and constructed environments.
- Create 2D artwork that explores the abstraction of the Art Elements in realistic images.
- Create independent or collaborative 2D artwork that explores the elements of line, shape, color, value, and space.
- Create independent or collaborative 3D artwork that explores the elements of texture and form.
- Experiment with media and techniques to learn their properties during the construction of artwork, culminating in the creation of artwork in such categories as realistic, abstract, and non-objective.
- Use the portfolio model to create a body of work demonstrating a variety of thematic content.
- Identify and analyze the Elements of Art present in various masterworks of art and contemporary art through class discussion and written compositions.
- Identify the elements of art as line, shape, color, form, texture, value and space.
- Prepare and present artwork for display which includes exhibition narratives.
- Use domain-specific vocabulary in the construction of artwork.

Assessments

Formative:

- Project Check-ins
- Online discussion or response via Google classroom
- Informal critique/peer feedback
- Discussion
- Teacher conferences
- Journals
- Self-assessment

Summative:

- Rubric assessed projects
- Final portfolio
- Objective test

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- Written critique

Benchmark:

- Project target scores

Alternative:

- Art making task
- Media presentation

Interdisciplinary Connections

By viewing and discussing master works of art, students will develop mastery of NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words; and NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

By reading informational texts about the creation of visual art, students will develop mastery of NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

By using domain-specific vocabulary in class discussions, students will develop mastery of NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will access and assess YouTube to further investigate and practice lesson concepts.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.





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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.
- Students will use Google Slides to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- Students will use FlipGrid or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal.

CRP.2 Students apply appropriate academic and technical skills to produce works of art that demonstrate mastery of visual art standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes, i.e. artist statement, critique, etc.

CRP.6 Demonstrate creativity and innovation in choice of media and application of skill in creating works of art.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing artwork.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

Time Frame

3 weeks- Ongoing

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Topic
Unit 2: Principles of Design
Alignment to Standards
<p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>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.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>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.</p>
Learning Objectives and Activities
<p>SWBAT:</p> <ul style="list-style-type: none">● Identify the Principles of Design as contrast, balance, emphasis, proportion, repetition, movement and unity.● Use the Principles of Design in the creation, composition, and presentation of artwork.● Interpret and analyze a work art using the Principles of Design as a framework.● Use the Principles of Design as criteria to examine, reflect on and plan revisions for a work of art,● Use the Principles of Design as a framework to create an artistic statement describing the form and function of a student created work of art.● Understand that artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.● Understand how the Principles of Design effectively demonstrate the purposeful application and organization of the Elements of Art.● Participate in experimental exercises using the Principles of Design individually and collectively.● Compare and contrast the application of the Principles of Design in various masterworks of art through class discussion and written compositions.● Incorporate the principles of contrast, balance, emphasis, repetition, movement, proportion, and unity in the creation of 2D and 3D artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas.

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- Apply visual organizational strategies to design and produce a work of art that clearly communicates an idea.
- Use domain specific vocabulary in the construction of 2D and 3D artwork

Assessments

Formative:

- Project Check-ins
- Online discussion or response via Google classroom
- Informal critique/peer feedback
- Discussion
- Teacher conferences
- Journals
- Self-assessment

Summative:

- Rubric assessed projects
- Final portfolio
- Objective test
- Written critique

Benchmark:

- Project target scores

Alternative:

- Art making task
- Media presentation

Interdisciplinary Connections

By viewing and discussing master works of art, students will develop mastery of NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words; and NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Technology Integration

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Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal.

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CRP.6 Demonstrate creativity and innovation in choice of media and application of skill in creating works of art.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

Time Frame	3 weeks- Ongoing
Topic	
Unit 3: History of the Arts and Culture	
Alignment to Standards	
<ul style="list-style-type: none">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.1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.	
Learning Objectives and Activities	
<p>SWBAT:</p> <ul style="list-style-type: none">Compare and contrast various masterworks of art from diverse cultures through class discussion and written composition.Identify elements of multicultural works of art that relate to specific cultural heritages through class discussion, group activities, internet research and the production of thematic multicultural artwork.Use the portfolio model to create a body of work demonstrating a variety of thematic content including references to history and diverse world cultures	

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- Describe how aesthetic choices are influenced by culture, environment and time period through group activities, class discussion and written compositions.
- Analyze symbolism found in artwork from varied historical periods and cultures.
- Understand the relationship between arts and cultural habits.
- Identify patterns in the artistic behavior between various cultural groups and among historical eras.
- Delineate the thematic content of multicultural artworks.
- Understand art as a universal language where artists use images, symbols, and words as a means of expressing culture, recording beliefs, and preserving traditions.
- Understand that throughout history, the arts have provided means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs.
- Develop ideas and understandings of society, culture, and history through interactions with and analysis of art.
- Understand that objects, artifacts, and artworks collected, preserved, or presented communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation
- Understand and appreciate the historical contributions of artists from the LGBTQ community? (e.g. Donatello, Albrecht Dürer, Charles Demuth, Hannah Höch, Hannah Gluckstein, Tamara de Lempicka, Frida Kahlo, Robert Rauschenberg, Andy Warhol, Annie Leibovitz, Catherine Opie, etc.)
- Understand and appreciate the historical contributions of artists with disabilities? (e.g. Michelangelo, Francisco Goya, Paul Klee, Van Gogh, Henri Matisse, etc.)

Assessments

Formative:

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Summative:

- Rubric assessed projects
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Benchmark:

- Project target scores

Alternative:

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- Art making task
- Media presentation

Interdisciplinary Connections

By studying the thematic artwork from diverse world cultures, students will work towards mastery of 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

By studying art throughout history students will work toward mastery of 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

By working collaboratively to create art, students work toward mastery of 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

By viewing and discussing works of art created by diverse cultural groups throughout history, students will develop mastery of NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words; and NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Career Readiness, Life Literacies, and Key Skills

N/A

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson

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- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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