



# 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 8

### **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** Art, Grade 8

**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
1	Unit 1: Creating artwork
2	Unit 1: Creating artwork
3	Unit 1: Creating artwork
4	Unit 2: Presenting artwork
5	Unit 2: Presenting artwork
6	Unit 2: Presenting artwork
7	Unit 3: Responding to artwork
8	Unit 3: Responding to artwork
9	Unit 4: Connecting to artwork
10	Unit 4: Connecting to artwork
Week	Marking Period 2
11	Apply and review units 1, 2, 3, 4
12	Apply and review units 1, 2, 3, 4
13	Apply and review units 1, 2, 3, 4
14	Apply and review units 1, 2, 3, 4
15	Apply and review units 1, 2, 3, 4
16	Apply and review units 1, 2, 3, 4
17	Apply and review units 1, 2, 3, 4
18	Apply and review units 1, 2, 3, 4
19	Apply and review units 1, 2, 3, 4
20	Apply and review units 1, 2, 3, 4

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**Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 4**

**Climate Change: Unit 4**

### Core Instructional & Supplemental Materials including various levels of Texts

Teacher-created presentations, online databases, visual art periodicals (i.e. Scholastic Art magazine), leveled tutorial/technique demonstrations & 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: Creating Artwork	
Alignment to Standards	
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> <li>● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</li> <li>● 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.</li> <li>● 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.</li> </ul>	

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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.

### Learning Objectives and Activities

#### **The Artist will understand:**

Creativity and innovative thinking are essential life skills that can be developed through artistic investigations, experimentation, exploration of design and sustained artmaking practices.

#### **The Artist can provide meaningful responses to these questions:**

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does collaboration expand the creative process?
- How do artists and designers learn from trial and error?
- What responsibilities come with the freedom to create?
- 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?

#### **The Artist can:**

- Conceive and develop new artistic ideas and work.
- Engage in artist/teacher-directed and self-directed identification and exploration of media skills and techniques to accomplish a variety of 2D and 3D design solutions.
- Experiment with myriad medium/media choices to exercise skillful and intentional application of color, tone and texture.
- Observe 2D references and 3D objects/subjects closely to capture relationships of shapes, forms, and spaces.
- Employ color schemes (e.g. Complementary, Analogous, Monochromatic, Triadic, etc.) to convey symbolic, emotional, thematic, and/or spatial significance in a work of art.
- Develop the appearance of 3D structures and settings on a 2D surface through effective use of spatial devices such as: value and shading, one and two-point linear perspective, atmospheric perspective, size and vertical location, and overlapping.
- Utilize traditional and contemporary tools, materials and methods to create 2D and 3D artworks that are representational, functional, decorative, abstract and/or non-objective.
- Create personally meaningful and expressive art with appropriate skills, techniques and media to communicate developed ideas.
- Individually and collaboratively shape artistic investigations using traditional and/or contemporary practices of art and design.

### Assessments

#### **Formative:**

- In-process Research and Idea Development;
- Visual Journal Experiments and Skill-building;
- Collaborative Narratives;

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- Guided Discussions;
- Individual and Corporate Critiques;
- Google Classroom Posts

### **Summative:**

- Objective assessment
- Artist statement

### **Benchmark:**

- Objective assessment
- Target score goals

### **Alternative:**

- Physical and/or digital portfolios

## Interdisciplinary Connections

### **Language Arts:**

Students develop mastery of Speaking and Listening skills through activities aligned with **LA.8.SL.8.1** which states that students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 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.

## Technology Integration

Students develop mastery of technology skills and 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. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides, Classroom) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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COURSE: Art, Grade 8

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - Students will utilize the internet and online databases to conduct research.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- Students will use Google Slides to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

### 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
Topic	
Unit 2: Presenting Artwork	
Alignment to Standards	
<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> <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.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p>	
Learning Objectives and Activities	
The Artist will understand:	

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Artists and curators actively engage in preparing, refining, analyzing, and preserving works for presentation.

### **The Artist can provide meaningful responses to these questions:**

- What criteria, methods, and processes are used to prepare and select work for preservation or presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- How does refining artwork affect its meaning to the viewer?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?

### **The Artist can:**

- Interpret and share artistic work.
- Prepare and present individual and collaborative artwork for studio critiques and/or public display with accompanying artist statements and/or exhibition narratives.
- Utilize studio exercises such as a "Gallery Walk" to receive peer and artist/teacher feedback that can direct work toward a clear communication of message, mood, or intention.
- Analyze form, function, craftsmanship, and originality in singular works of art, collaborative art, and in exhibition collections.
- Develop and apply criteria for evaluating how exhibited work may influence ideas, beliefs, and experiences.
- Respectfully consider multiple viewpoints, such as personal, peer artists', artist/teacher's, community members', etc., during exhibition selection and installation processes.

## **Assessments**

### **Formative:**

- In-process Research and Idea Development;
- Visual Journal Experiments and Skill-building;
- Collaborative Narratives;
- Guided Discussions;
- Individual and Corporate Critiques;
- Google Classroom Posts

### **Summative:**

- Objective assessment
- Artist statement

### **Benchmark:**

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### **Alternative:**

- Physical and/or digital portfolios

### **Interdisciplinary Connections**

#### **Language Arts**

In this unit, students develop mastery of **LA.8.W.8.2** by writing informative/explanatory texts across modalities that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students present work in various contexts.

### **Career Readiness, Life Literacies, and Key Skills**

- 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 .
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

### **Technology Integration**

Students develop mastery of technology skills and 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. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides, Classroom) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will utilize the internet and online databases to conduct research.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

- Students will use Google Slides to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

### **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.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	2 weeks, ongoing
Topic	
Unit 3: Responding to Artwork	
Alignment to Standards	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
Learning Objectives and Activities	
<p><b>The Artist will understand:</b> Individual aesthetic and empathetic awareness developed through art criticism can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b>The Artist can provide meaningful responses to these questions:</b></p> <ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art?</li> <li>• Where and how do we encounter images in our world?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer “read” a work of art as text?</li> </ul>	

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- How is a personal preference different from a criteria-driven evaluation?

### **The Artist can:**

- Understand and evaluate how the arts convey meaning
- Utilize effective art criticism tools such as: Visible Thinking Routines, Visual Thinking Strategies, the Feldman Method, etc., to practice visual literacy and fluency.
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, style, and use of media to identify ideas and mood conveyed.
- Create a convincing and logical argument to support an evaluation of art.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

## Assessments

### **Formative:**

- Google classroom posts
- Journals
- Guided discussions
- Individual and corporate critiques
- Group narratives

### **Summative:**

- Critiques
- Self-reflection

### **Alternative:**

- Physical and/or digital portfolios

## Interdisciplinary Connections

### **Language Arts**

Students will develop mastery of **LA.8.W.8.4** by producing clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Students will develop mastery of **LA.8.W.8.7** when conducting short research projects to answer questions about art, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Students will develop mastery of **LA.8.W.8.8** during art based research projects by gathering

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relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Students will develop mastery of **LA.8.SL.8.1** by engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when responding and connecting to art.

### Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 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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Time Frame	2 weeks, ongoing
Topic	
<b>Unit 4: Connecting to Artwork</b>	
Alignment to Standards	
<ul style="list-style-type: none"> <li>• 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</li> <li>• 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</li> <li>• 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</li> </ul>	
Learning Objectives and Activities	
<p><b>The Artist will understand:</b> Through artmaking and art analysis people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>The Artist can provide meaningful responses to these questions:</b></p> <ul style="list-style-type: none"> <li>• How do people contribute understanding of their lives and the lives of their communities through artmaking?</li> <li>• 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?</li> <li>• How does art preserve aspects of life?</li> <li>• What are 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.)</li> <li>• What are the historical contributions of artists with disabilities? (e.g. Michelangelo, Francisco Goya, Paul Klee, Van Gogh, Henri Matisse, etc.)</li> </ul>	

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### **The Artist can:**

- Relate artistic ideas and work with personal meaning and external context.
- Make and analyze art individually and collaboratively to explore and reinforce universal human themes.
- Identify connections between personal ideas and work and those of other artists, both peer and professional.
- Extract meaning from the works of others in order to enrich personal artistic processes and works.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### **Assessments**

#### **Formative:**

- Google classroom posts
- Journals
- Guided discussions
- Individual and corporate critiques
- Group narratives

#### **Summative:**

- Critiques
- Self-reflection

#### **Alternative:**

- Physical and/or digital portfolios

### **Interdisciplinary Connections**

#### **Language Arts**

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- Students will develop mastery of **LA.8.SL.8.1** by engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when responding and connecting to art.

### Career Readiness, Life Literacies, and Key Skills

- 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 .
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### Technology Integration

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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.

## **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
- 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

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# 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 8

- 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.

### ***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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