



# 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.*

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### **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

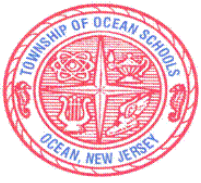
**Course:** Art, Grade 7

**Department:** Visual and Performing Arts

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2006	Justine Salvo	Born Date
August 2009	Victor Milano	Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Review



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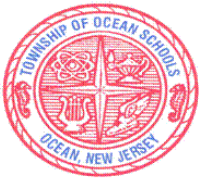
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Pacing Guide	
Week	Marking Period 1
1	Unit 1: Elements of Art
2	Unit 1: Elements of Art
3	Unit 1: Elements of Art
4	Unit 1: Elements of Art
5	Unit 2: History of the Arts and Culture
6	Unit 2: History of the Arts and Culture
7	Unit 2: History of the Arts and Culture
8	Unit 3: Principles of Design
9	Unit 3: Principles of Design
10	Unit 3: Principles of Design
Week	Marking Period 2
11	Apply and review Units 1, 2, 3
12	Apply and review Units 1, 2, 3
13	Apply and review Units 1, 2, 3
14	Apply and review Units 1, 2, 3
15	Apply and review Units 1, 2, 3
16	Apply and review Units 1, 2, 3
17	Apply and review Units 1, 2, 3
18	Apply and review Units 1, 2, 3

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19	Apply and review Units 1, 2, 3
20	Apply and review Units 1, 2, 3

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

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

Time Frame	4 weeks, ongoing
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### Topic

#### **Unit 1 Elements of Art**

#### Essential Questions

What are the Elements of Art?

How can artists use the Elements of Art to skillfully create a work of art that is either realistic, abstract, or non-objective?

Where are the Elements of Art present in nature, constructed environments, and masterworks of art?

#### Enduring Understandings

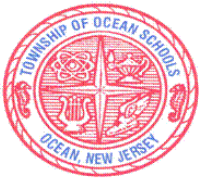
The Elements of Art are known as line, shape, color, form, texture, value and space. These elements are the essential building blocks of every work of art.

Skillful application of the Elements of Art is essential for successful visual communication and the development of refined craftsmanship.

#### Alignment to Standards

NJSLS:

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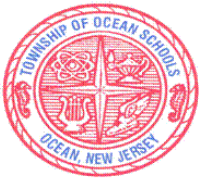
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VPA.1.2.8.A.3  
VPA.1.3.8.D.CS1; VPA.1.3.8.D.1; VPA.1.3.8.D.CS2; VPA.1.3.8.D.2; VPA.1.3.8.D.CS3;  
VPA.1.3.8.D.3; VPA.1.3.8.D.CS4; VPA.1.3.8.D.4; VPA.1.3.8.D.CS5; VPA.1.3.8.D.5  
VPA.1.3.8.D.CS6; VPA.1.3.8.D.6  
VPA.1.4.8.A.CS1; VPA.1.4.8.A.1; VPA.1.4.8.A.CS2; VPA.1.4.8.A.2; VPA.1.4.8.A.CS3;  
VPA.1.4.8.A.3; VPA.1.4.8.A.CS4; VPA.1.4.8.A.4; VPA.1.4.8.A.CS5; VPA.1.4.8.A.5;  
VPA.1.4.8.A.CS6; VPA.1.4.8.A.6; VPA.1.4.8.A.CS7; VPA.1.4.8.A.7  
NCAS: VA:Cr1.1, VA:Cr1.1.7, VA:Cr2.1, VA:Cr2.1.7, VA:Cr2.3.7, VA:Pr5.1

## Learning Activities & Key Concepts and Skills

- Create 2D artwork from guided drawing exercises that convincingly portrays basic human features, animals, natural environments, and constructed environments.
- Create compositional exercises using the Elements of Art both individually and collectively.
- 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 art work, culminating in the creation of art work 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 through class discussion and written compositions.
- Identify the elements of art as line, shape, color, form, texture, value and space.
- Create works of art with skillful application of the Art Elements.
- Use value to demonstrate the illusion of form on 2-D artwork.
- Understand and apply Color Theory to a work of art.
- Use form to create 3-D artwork.
- Prepare and present artwork for a portfolio or display.
- Use domain specific vocabulary in the construction of artwork.

## Assessments

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### **Formative:**

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

### **Summative:**

- Rubric assessed Collaborative projects
- Rubric assessed Independent projects
- Final Portfolio
- Objective test
- Critique
- Reflection

### **Benchmark:**

- Objective tests
- Critique

### **Alternative:**

- Portfolio
- Project Target Scores

## 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 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.

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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.

### 21st Century Skills

Through the process of learning about and creating art, students work toward mastery of **CAEP 9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Interdisciplinary Connections

#### **Language Arts**

Students will develop mastery of **LA.7.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.7.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.7.W.8.8** during art based research projects by gathering 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.7.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.

### Technology Integration

- In developing responses and connections to art, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually

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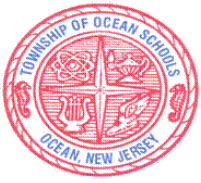
and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)

- Students will use teacher curated YouTube videos through Google Classroom to reinforce and practice pre-learned drawing skills at their own pace.
- Students will use Google Docs and Slides to communicate responses to art
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research
- Students will use Google sites to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

Time Frame	3 weeks, ongoing
<b>Topic</b>	
Unit 2: History of the Arts and Culture	
<b>Essential Questions</b>	
How do artists incorporate cultural beliefs into their artwork? How do groups pass down traditions through artwork? How does art help us understand the lives of people from different times, places, and cultures? How does the preservation of objects, artifacts, & artworks cultivate appreciation & understanding?	
<b>Enduring Understandings</b>	
Art is a universal language where artists use images, symbols, and words as a means of expressing culture, recording beliefs, and preserving traditions. Throughout history, the arts have provided means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 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	

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and understanding.

### Alignment to Standards

NJSLS: VPA.1.1.8.D.CS1; VPA.1.1.8.D.1; VPA.1.1.8.D.CS2; VPA.1.1.8.D.2  
VPA.1.2.8.A.CS1; VPA.1.2.8.A.1; VPA.1.2.8.A.CS2; VPA.1.2.8.A.2; VPA.1.2.8.A.CS3;  
VPA.1.2.8.A.3  
VPA.1.3.8.D.CS1; VPA.1.3.8.D.1; VPA.1.3.8.D.CS2; VPA.1.3.8.D.2; VPA.1.3.8.D.CS3;  
VPA.1.3.8.D.3; VPA.1.3.8.D.CS4; VPA.1.3.8.D.4; VPA.1.3.8.D.CS5; VPA.1.3.8.D.5  
VPA.1.3.8.D.CS6; VPA.1.3.8.D.6  
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VPA.1.4.8.A.CS6; VPA.1.4.8.A.6; VPA.1.4.8.A.CS7; VPA.1.4.8.A.7  
VPA.1.4.8.B.CS1; VPA.1.4.8.B.1; VPA.1.4.8.B.CS2; VPA.1.4.8.B.2; VPA.1.4.8.B.CS3;  
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NCAS: VA:Cr1.1, VA:Cr2.1, VA:Cr2.1.7, VA:Cr2.3, VA:Cr2.3.7, VA:Pr6.1, VA:Pr5.1,  
VA:Pr5.1.7, VA:Cn10.1, VA:Cn10.1.7, VA:Cn11.1, VA:Cn11.1.7

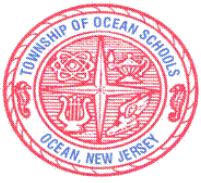
### Learning Activities & Key Concepts and Skills

- Compare and contrast various masterworks of art from diverse cultures using digital prints 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.
- Apply the physical properties, processes, and techniques for visual communication in multiple art media to the creation of original artworks.
- Use the portfolio model to create a body of work demonstrating a variety of thematic content.
- Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures 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.
- Study masterworks of art from diverse cultures and historical eras.
- Delineate the thematic content of multicultural artworks.
- Prepare and present artwork for a portfolio or display.

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- Plan, design and create artwork, expressing thematic content of multicultural art work and art work from different historical eras using traditional methods, materials, elements and symbols

### Assessments

#### **Formative:**

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

#### **Summative:**

- Rubric assessed Collaborative projects
- Rubric assessed Independent projects
- Essay
- Final Portfolio
- Objective tests
- Reflection

#### **Benchmark:**

- Objective tests
- Critique

#### **Alternative:**

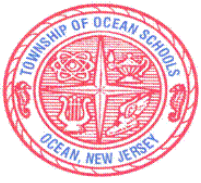
- Portfolio
- Project Target Scores

### 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.

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

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

## 21st Century Skills

Through the process of learning about and creating art, students work toward mastery of **CAEP 9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

By studying art history students will work toward mastery of **CAEP 9.2.8.B.4** and evaluate how traditional and nontraditional careers in art have evolved regionally, nationally, and globally.

## Interdisciplinary Connections

### Language Arts

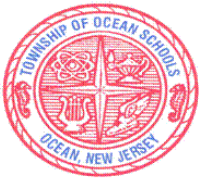
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collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when responding and connecting to art.

### **Social Studies**

Students will develop mastery of **SOC.6.2.8** which states that all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Students will develop mastery of **SOC.6.3.8.CS2** which states that all students will recognize the value of cultural diversity, as well as the potential for misunderstanding.

### **Technology Integration**

- In developing responses and connections to art, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
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Time Frame	3 weeks, ongoing
Topic	
Unit 3: Principles of Design	

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### Essential Questions

What are the Principles of Design?  
How can the Principles of Design be incorporated into a work of art?  
How can artists experiment using the Principles of Design to create a variety of visual effects in a work of art?  
How and where are the Principles of Design present in nature, constructed environments, and masterworks of art?

### Enduring Understandings

The Principles of Design are known as contrast, balance, emphasis, proportion, repetition, movement and unity. These principles are exemplified in the creation and composition of artwork.  
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.  
The Principles of Design can be used as strategies for successful visual communication.  
The Principles of Design effectively demonstrate the purposeful application and organization of the Elements of Art.

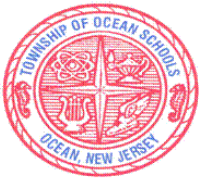
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NCAS: VA: Cr1.1.7, VA:Cr2.1.7, VA:Cr2.3, Cr2.3.7, VA:Pr5.1, VA:Re8.1

### Learning Activities & Key Concepts and Skills

- Participate in experimental exercises using of 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,

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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.

- Use select Principles of Design as a framework for creating artwork that is either realistic, abstract or non-objective.
- Identify the Principles of Design as contrast, balance, emphasis, repetition, movement, proportion, and unity.
- Apply visual organizational strategies to design and produce a work of art that clearly communicates an idea.
- Create 2D and 3D works of art with the skillful application of selected Design Principles.
- Prepare and present artwork for a portfolio or display.
- Use domain specific vocabulary in the construction of 2D and 3D artwork

## Assessments

### **Formative:**

- Project check ins
- Online discussion or response via Google classroom, Padlet
- Informal critique/peer feedback
- Discussion
- Journals
- Self-assessment

### **Summative:**

- Rubric assessed Collaborative projects
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### **Alternative:**

- Portfolio
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### Interdisciplinary Connections

#### **Language Arts**

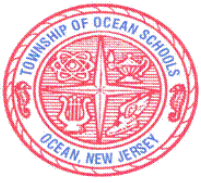
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Students will develop mastery of **LA.7.W.8.8** during art based research projects by gathering

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### Technology Integration

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- Students will use Google Classroom to communicate responses to art
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research
- Students will use Google sites to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

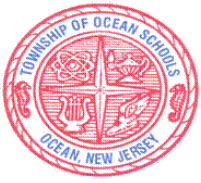
### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **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:**

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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.*

- 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.

### **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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