



West Windsor-Plainsboro Regional School District Cycle Art 8

Unit 1: Exploring with the Elements & Principles of Design**Content Area: Visual Art****Course & Grade Level: Cycle Art 8****Summary and Rationale**

Art Cycle 8 is an activity centered course that expands upon and reinforces the basics of art and design learned at the 6th and 7th grade levels. Our course will begin with exploration of the Elements and Principles of Design and color theory while referencing historical and contemporary works of art. Students will experiment with different styles and techniques with art-making materials to demonstrate an understanding of self-expression through the Elements and Principles. This unit presents students with the opportunity for self-directed learning, collaborative work, and development of ideas while the teacher assesses students' retention of the Elements and Principles of Design.

Recommended Pacing

5 days

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

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.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.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artists develop personal style through unique application of the Elements and Principles of Design. ● The Elements and Principles are used in all forms of art-making (painting, sculpture, photography, etc.). ● Exploring with art-making materials leads to artistic growth. ● Creativity and innovative thinking are essential life skills that can be developed. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do you define art? ● How does art apply to other careers and life skills? ● In what ways do history and current events influence artists and the work they create? ● What is the role of an artist in society? ● How do artists differentiate their work from one another? ● How do you express your ideas, interests, identity, and/or culture? ● How can you use the Elements and Principles of Design to help communicate ideas? 	
Objectives	

When CREATING, students will know and be able to:

- Generate ideas for artmaking through examination of peer, historical and contemporary art exemplars.
- Experiment with various mediums and compositional problems and solutions.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design an artwork that reflects your identity through the application of the Elements of Art and the Principles of Design.

When RESPONDING, students will know and be able to:

- Identify how the Elements and Principles of Design influence messages, ideas, and moods conveyed within contemporary, historical or personal works of art.
- Apply art-specific terminology when discussing works of art.

When CONNECTING, students will know and be able to:

- Create works of art reflecting on their personal and/or group identity.
- Discuss how societal and cultural influences can impact an artist's work.
- Identify how global issues influence or impact artists.

Evidence of Learning

Assessment

Resources

Core Text:

Unit 2: 2D Art

Content Area: Visual Art

Course & Grade Level: Cycle Art 8

Summary and Rationale

The 8th grade cycle art course strives to have students develop an artistic voice through the exploration of materials, movements, and techniques. Students will have a chance to express their feelings, thoughts, and ideas in original works of art and appreciate the self-expression of others. This includes the recognition of cultural, historical, and/or contemporary influences. Students will be reflective and critical in a positive way in order to promote artistic growth. To understand the artistic process students will discuss, brainstorm, create, critique, and refine their artwork.

This unit will explore three-dimensional mediums in order to create an expressive work of art that is influenced by personal or global interests. Within this unit students will develop the skills and techniques necessary to create an original work of art. Mediums can include but are not limited to: drawing materials, painting medium, printmaking, digital media, and collage. Students will investigate techniques and processes, related to the medium, in order to prepare them for an in depth and self-directed art experience. Through the creation of this work students will acquire autonomy, self-expression, and a deeper understanding of the application of the Elements and Principles of Design, color theory, and identity. A sense of community will be fostered through collaboration in art-making activities, discussion, and critique. Through this process students will be empowered to take artistic risks that promote their personal growth and independence.

Recommended Pacing

12 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.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.Cr2c	Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3a	Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.

1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re9	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Exploring with art-making materials leads to artistic growth. ● Artists often break with tradition in pursuit of art-making. ● Inspiration can come from a multitude of resources (i.e. identity, global issues, experiences, and emotions). ● The manipulation of the Elements and Principles allows the artist to develop personal style and create meaning. ● While art is a creative pursuit, there is a definitive technical process involving media specific skills and self-reflection. ● Creativity and innovative thinking are essential life skills that can be developed. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why do artists follow or break from established traditions? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● Is skill in a particular medium necessary to create art? ● Should you always know what your work will look like in the end? 	
Objectives	

When CREATING, students will know and be able to:

- Generate ideas for artmaking through examination of peer, historical and contemporary art exemplars.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists and/or a collection of visual references.
- Experiment with various compositional problems and solutions.
- Shape an artistic investigation and formulate goals based on personal identity.
- Explore with a variety of art-making tools.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and thoughtfulness behind the application of the Elements of Art and Principles of Design.
- Apply knowledge of the color wheel including: primary, secondary, and tertiary colors.
- Apply knowledge of the basics of color theory including: monochromatic, analogous, and complementary color schemes as well as tints and shades.
- Contribute to the design of rubrics used to evaluate two-dimensional works of art.

When PRESENTING, students will know and be able to:

- Choose display styles that best highlight the unique qualities of a 2D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal compositions for display in both school and community settings.

When RESPONDING, students will know and be able to:

- Discuss how an artist's identity, cultural experiences, and emotions impact and inspire the visual aspects of their artwork.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.
- Apply art-specific terminology when discussing works of art.

When CONNECTING, students will know and be able to:

- Create works of art reflecting on your personal and/or group identity.
- Discuss how societal and cultural influences can impact an artist's work.
- Identify how global issues influence or impact artists.

Evidence of Learning

Assessment

Resources

Core Text:

Unit 3: 3D Art

Content Area: Visual Art

Course & Grade Level: Cycle Art 8**Summary and Rationale**

The 8th grade cycle art course strives to have students develop an artistic voice through the exploration of materials, movements, and techniques. Students will have a chance to express their feelings, thoughts, and ideas in original works of art and appreciate the self-expression of others. This includes the recognition of cultural, historical, and/or contemporary influences. Students will be reflective and critical in a positive way in order to promote artistic growth. To understand the artistic process students will discuss, brainstorm, create, critique, and refine their artwork.

This unit will explore three-dimensional mediums in order to create an expressive work of art that is influenced by personal or global interests. Within this unit students will develop the skills and techniques necessary to create an original work of art. Mediums can include but are not limited to: clay, papier mache, wire, recycled materials, paper, and fiber arts. Students will investigate techniques and processes, related to the medium, in order to prepare them for an in depth and self-directed art experience. Through the creation of this work students will acquire autonomy, self-expression, and a deeper understanding of the application of the Elements and Principles of Design, color theory, and identity. A sense of community will be fostered through collaboration in art-making activities, discussion, and critique. Through this process students will be empowered to take artistic risks that promote their personal growth and independence.

Recommended Pacing

13 days

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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.
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6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Inspiration can come from a multitude of resources (i.e. identity, global issues, experiences, and emotions). ● Exploring with art-making materials leads to artistic growth. ● Artists often break with tradition in pursuit of art-making. ● While art is a creative pursuit, there is a definitive technical process involving media specific skills and self-reflection. ● The manipulation of the Elements and Principles allows the artist to develop personal style and create meaning. ● Three-dimensional work begins as two-dimensional drafts. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do artists begin the creative process when working with sculpture? ● Where do artists find inspiration for their work? ● Why do artists follow or break from established traditions? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● Is skill in a particular medium necessary to create art? 	

- Should you always know what your work will look like in the end?

Objectives

When CREATING, students will know and be able to:

- Generate ideas for artmaking through examination of peer, historical and contemporary art exemplars.
- Brainstorm collaboratively multiple approaches to artmaking with peers and teacher.
- Use multiple approaches to begin creative endeavors including but not limited to thumbnail sketches, bullet point lists and/or a collection of visual references.
- Experiment with sculptural compositions.
- Shape an artistic investigation and formulate goals based on personal and/or group identity.
- Explore with a variety of art-making tools.
- Apply multiple skills and techniques, specific to materials, within an original work of art.
- Exhibit an understanding of copyright rules and appropriation by creating unique artworks and citing any inspiration taken from the internet, other artists, etc.
- Demonstrate safe and respectful practices using all equipment and materials.
- Design and refine an artwork with intent and thoughtfulness behind the application of the Elements of Art and Principles of Design.
- Apply knowledge of the color wheel including: primary, secondary, and tertiary colors.
- Apply knowledge of the basics of color theory including: monochromatic, analogous, and complementary color schemes as well as tints and shades.
- Contribute to the design of rubrics used to evaluate three-dimensional works of art.

When PRESENTING, students will know and be able to:

- Choose display styles that best highlight the unique qualities of a 3D artwork.
- Determine when a work of art is complete and ready for exhibition.
- Execute a narrative and display style for an artwork, based on the goals of the unit, in the form of critique or class discussion.
- Prepare personal compositions for display in both school and community settings.

When RESPONDING, students will know and be able to:

- Discuss how an artist's identity, cultural experiences, and emotions impact and inspire the visual aspects of their artwork.
- Explain personal choices made during the art-making process.
- Identify the goals, techniques, and skills learned when evaluating personal or peer work.
- Apply art-specific terminology when discussing works of art.

When CONNECTING, students will know and be able to:

- Create works of art reflecting on your personal and/or group identity.
- Discuss how societal and cultural influences can impact an artist's work.
- Identify how global issues influence or impact artists.

Evidence of Learning

Assessment

Resources

Core Text: