

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM

DATE: JULY 2013

CONTENT AREA: VISUAL ARTS – HMS – ART, GRADE 7

SUPERVISOR:	CURRICULUM REVISION TEAM:
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WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain)

OTHER COMMENTS:

APPROVAL DATES:

Lma 10/20/13 Approved by Assistant Superintendent

TL 10/15/13 Approved by Curriculum Committee Chairperson

d of Education

Board of Educ. Approved
10/28/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

**HILLSBOROUGH MIDDLE SCHOOL
VISUAL ARTS CURRICULUM**

**ART
GRADE 7**

JULY 2013

Course Overview

Every student in Grade 7 is scheduled into one of four marking period cycles of Visual Arts, which is approximately 45 days long, 40 minutes per class. This course builds upon the skills developed in the Kindergarten through Grade 6 art programs, and focuses on four key areas of instruction including Drawing, Perspective, Painting and Ceramics. At the culmination of the course, students will exhibit proficiency in line and value drawing, basic painting concepts and basic clay techniques.

All projects introduce and incorporate the Elements of Design (line, shape, form, texture, color, value, space), as well as, the Principles of Design (balance, contrast, harmony, movement, rhythm, dominance, gradation, unity, and proportion). Students in Grade 7 Visual Arts will begin to verbalize and put in writing their aesthetic responses to artwork following specific guidelines to complete a critique. Corresponding cultural and historical perspectives are incorporated. Enrichment opportunities are available through exhibits and competitions at the county level, state level and through district art show participation.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

<p>Enduring Understandings</p>	<p>1. Artists apply the Elements and Principles of design to two-dimensional and three-dimensional works in art for expressive purposes as well as art for commercial purposes in the media forum.</p> <p>2. Artists work in many different mediums.</p> <p>3. Responding to Visual Art is a vital piece in the art experience.</p> <p>4. Art experiences can include art history media presentations and art making using ink, paints clay or other materials, as well as artwork critique.</p> <p>5. The ability to see and record line, shape and form from observation allows ideas to be shared.</p> <p>6. Ceramic artwork can be functional or sculptural and is evident throughout human history.</p> <p>7. Career paths in the Visual Arts include fields such as art illustration, functional crafts using a wide range of materials, and commercial design.</p>
<p>Days</p>	<p style="text-align: center;">Unit/Skill: Portfolio Design</p>
<p>NJCCCS</p>	<p>7-10 days</p> <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p>NJCCCS CPI</p>	<p>1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>
<p>Essential</p>	<p>How does the body of work as opposed to a single piece more fully describe the artist's style?</p>

<p>Questions</p>	<p>How do digital portfolios alter the art experience? How is the arrangement and design of the portfolio important? How can an artist thoughtfully arrange the Elements and Principles of Design to create a visually exciting composition? How did the depiction of depth in art works evolve throughout the history of art? How can an artist create the illusion of depth using only one element of design? In the domain of perspective, how can creation and artistic expression be influenced by mathematics?</p>
<p>Skills The Student Will...</p>	<ol style="list-style-type: none"> 1. Create a design illustrating symmetry, asymmetry or radial symmetry. 2. Illustrate balance utilizing symmetry, asymmetry and/or radial symmetry. 3. Verbally and/or in writing, use the vocabulary pertaining to balance (symmetry and asymmetry). 4. Compare and contrast depictions of the illusion of perspective in various times in history. 5. Create a visually exciting composition through thoughtful arrangement of the Elements and Principles of Design. 6. Develop a stylistic concept in a portfolio design. <p>Suggested Activity: Execute a portfolio design using good craftsmanship.</p>
<p>Assessment</p>	<p>Rubric evaluations based on:</p> <ul style="list-style-type: none"> • Effective creation of symmetrical, asymmetrical or radial perspective design. • Stylistic content • Craftsmanship • Effective use of Elements and Principles of Design
<p>Literacy Integration</p>	<p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
<p>Mathematics Integration</p>	<p>8.G.1. Verify experimentally the properties of rotations, reflections, and translations:</p> <ol style="list-style-type: none"> a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
<p>Social Studies Integration</p>	<p>6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies</p>
<p>Technology Integration</p>	<p>8.1.8.B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p>
<p>21st Century Life & Careers</p>	<p>9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.</p>
<p style="text-align: center;">Unit/Skill: Drawing From Observation</p>	

Days	10-15 Days
NJCCCS	<p>1.1 The Creative Process: The students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original art works.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>
Essential Questions	<p>How does a visual image of a three-dimensional object compare with a three-dimensional object in life?</p> <p>How can students organize their contour drawing on the paper?</p> <p>How can students show contour and depth of an object in their view using only a single line approach?</p> <p>How can the key vocabulary words pertaining to contour help students to visualize and record edges and depth?</p> <p>How can a two-dimensional rendering depict a three-dimensional form?</p> <p>How do artists organize their compositions?</p> <p>How can a student apply the Elements and Principles of Design to create a successful composition?</p>
Skills the Student Will...	<p>Exercise their observational skills, attempting to draw only what they see, not pre-conceived notions of what they believe should be there.</p> <p>Use and understand basic vocabulary pertaining to drawing from observation such as: line, observation, blind contour, modified contour, continuous line, sighting and proportion, overlapping, etc.</p> <p>Be aware of and begin to use composition considerations in organizing all art works.</p> <p>Examine the contour line work of artists in history.</p> <p>Identify perspective in photos, in students' surroundings and in art works in history.</p> <p>Use vocabulary and tools to create the illusion of a three-dimensional form on a two-dimensional surface.</p> <p>Complete an exercise in chiaroscuro, learning the 5 values employed in the system (highlight, low light, core shadow, reflected light and cast shadow).</p> <p>Use vocabulary and apply to artwork compositional concepts, such as positive and negative space, overlapping, foreground, middle-ground, background.</p>

	Use drawing vocabulary such as: perspective, viewpoint, planes, cylindrical perspective, contour, left and right sides of the brain, etc.
Assessment	<p>Identify Contour Drawing from observation which avoids pre-conceived image associations and includes detail.</p> <p>Student drawing of objects to create the illusion of a three-dimensional form on a two-dimensional surface.</p> <p>Contour drawing demonstrating a basic awareness of composition in the artwork created, including overlapping to show depth, balance between positive and negative space, and depiction of foreground, middle-ground and background.</p> <p>Contour drawing demonstrating understanding of cylindrical perspective through use of curved lines when drawing a round object.</p> <p>Verbal and/or written assessment to show student fluency of drawing vocabulary.</p> <p>Student demonstration of understanding of gradated value in chiaroscuro.</p> <p>Students recognition of chiaroscuro in art works in history.</p>
Literacy Integration	SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Social Studies Integration	<p>6.2 World History/Global Studies 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.</p> <p>D. History, Culture, and Perspectives</p> <p>6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p>
Mathematics Integration	7.G.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Science Integration	5.1.8.C.1 Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered. Monitor one's own thinking as understandings of scientific concepts are refined. Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.
21st Century Life & Careers	9.1.8.B.1 Use multiple points of view to create alternative solutions. Content Statement: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Technology Integration	<p>8.2.8.A.1 Technology products and systems impact every aspect of the world in which we live.</p> <p>Explain the impact of globalization on the development of a technological system over time.</p> <p>8.1.8.B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p>

	<p style="text-align: center;">Unit/Skill: Painting</p>
<p>Days</p>	<p>13 days</p>
<p>NJCCCS</p>	<p>1.1 The Creative Process: The students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p>NJCCCS CPI</p>	<p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals. 1.3.8.D.3 Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles. 1.3.8.D.4 Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. 1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original art works. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art. 1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art. 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>
<p>Essential Questions</p>	<p>How have tools, techniques or concepts in painting been used in the history of art to illustrate depth? How does the direction and intensity of light play an important role in depicting form using value? How can an artist manipulate color to suggest depth? How can artists use color to depict emotion? How can the color wheel be applied when creating a painting?</p>

<p>Skills The Student Will...</p>	<p>1. Distinguish between paint applications: opaque, transparent and translucent. 2. Use color wheel vocabulary to assist in completing an opaque paint color wheel, utilizing only the primary colors. 3. Learn to create values in paint, using white to create tints and a complement to create shades. 4. Use analogous colors to enhance a basic color. 5. Create a painting applying color-mixing skills to suggest the illusion of depth.</p>
<p>Assessment</p>	<p>Successfully complete color wheel using opaque acrylic paint. Successfully complete value and analogous scales. Successfully complete painting, showing a range of values and colors to depict depth. Demonstrate fluency in color wheel and painting technique vocabulary in a summative quiz.</p>
<p>Mathematics Integration</p>	<p>7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Example: When the student creates a grid for enlarging the artwork, what size should the grid be? What percentage should the student increase the image to fit on the art paper?</p>
<p>Science Integration</p>	<p>5.1.8.C.1 Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p>
<p>Technology Integration</p>	<p>8.1.8.B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p>
<p>21st Century Life & Careers</p>	<p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p>
<p style="text-align: center;">Unit/Skill: Ceramics: Hand Building</p>	
<p>Days</p>	<p>12 days</p>
<p>NJCCCS</p>	<p>1.1 The Creative Process: The students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>

<p>NJCCCS CPI</p>	<p>1.1.8.D.1 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.</p> <p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p>1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original art works.</p> <p>1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 Analyze the form, function, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>
<p>Essential Questions</p>	<p>How does a form in clay become suitable for its function or purpose?</p> <p>How do artists make decisions regarding form, subject and method in their clay works?</p> <p>How are the different methods of clay techniques evident in a finished piece?</p> <p>How are the properties of clay emphasized when building using this medium?</p> <p>How are the Elements and Principles incorporated into the design of a work in clay?</p>
<p>Skills The Student Will...</p>	<ol style="list-style-type: none"> 1. Examine the work of artists who worked or work currently in the clay medium. 2. Use the vocabulary and tools of the clay medium. 3. Differentiate between relief and sculpture-in-the-round. 4. Create a freestanding sculpture-in-the-round. 5. Apply hand-building techniques: slab-rolling, score, slip, coil, smoothing and hollowing, when applicable. 6. Add surface embellishment, when texture is desired. 7. Apply learned concepts and skills to the creation of a functional or non-functional piece. 8. Learn the basic chemistry behind the kiln firing process. 9. Apply 3 even coats of glaze.

Assessment	<p>Sketches and plans for art projects demonstrating basic understanding of the properties and limitations of clay. Proficiency in appropriate clay vocabulary and application of concepts to student projects. Teacher observation of construction: consistent thickness, balanced construction, sealed joined surfaces, smoothed imperfections and hollowing, when applicable. Teacher observation of glazing techniques: complete coverage, even application, clean edges when multiple colors have been used. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
Literacy Integration	<p>7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p>
Mathematics Integration	<p>2.1.8.D.2. Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</p>
Health & Phys Ed Integration	<p>5.2 Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science. B. Changes in Matter: Substances can undergo physical or chemical changes to form new substances. Each change involves energy. 5.2.8.B.2 Content Statement: Chemical changes can occur when two substances, elements, or compounds react and produce one or more different substances. The physical and chemical properties of the products are different from those of the reacting substances.</p>
Social Studies Integration	<p>1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. 1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p>
Technology Integration	<p>Content Statement: Technology products and systems impact every aspect of the world in which we live. 8.2.8.A.1 Explain the impact of globalization on the development of a technological system over time.</p>
21st Century Life & Careers	<p>9.1.8.B.1 Use multiple points of view to create alternative solutions. 9.3.8.B.7 Explain what is meant by "jobs" and "careers," and examine how each tends to be distributed regionally, nationally, and globally.</p>