

Pine Hill Public Schools Curriculum

Content Area:		Visual Art	
Course Title/ Grade Level:		8th	
Unit 1:	Person, Tree, House	Month:	week 1, day 1
Unit 2:	Seurat and Pointillism	Month:	week 1-3
Unit 3:	Critique	Month:	week 3 (upon completion of Pointillism)
Unit 4:	Human Propotion	Month:	week 4 - 6
Unit 5:	Self Portrait	Month:	week 6 - 7
Unit 6:	Agamograph	Month:	week 8 -9
Unit 7:	Collage	Month:	ongoing anchor activity and week 9
Unit 8:	Art Impact: Historical Event	Month:	dates vary
Unit 9:	Black History Month	Month:	February
Unit 10:	Earth Day	Month:	April
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Person, Person, Tree, House		Unit #: 1
Course or Grade Level: Eighth		Length of Time: 1 class period
Pacing	week 1, day 1	
Essential Questions	<ul style="list-style-type: none"> • What universally recognizable symbols are used to represent everyday objects? • How has your drawing changed since early childhood? Why? 	
Content	<ul style="list-style-type: none"> • Symbolism • Observation 	
Skills	<ul style="list-style-type: none"> • Recognize that symbols are not always the most accurate representation of an object 	
Assessments	<ul style="list-style-type: none"> • Visual evidence • Peer critique • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

Standard: 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.

Strand(s): A. Aesthetic Responses

Content Statement(s): Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.

CPI # / CPI(s): 1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Seurat and Pointillism 1.3.8.D.3		Unit #: 2
Course or Grade Level: Eighth		Length of Time: 13 class periods
Pacing	week 1, day 2 –week 3, day 3	
Essential Questions	<ul style="list-style-type: none"> • How is Pointillism different from previous genre? Is impressionist influence apparent? • Has pointillism had a lasting impact? 	
Content	<ul style="list-style-type: none"> • Color theory • Historical context 	
Skills	Create various color illusions using techniques developed by the pointillists: Optical blend, contrast shadows	
Assessments	<ul style="list-style-type: none"> • Visual evidence • Peer critique • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

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.

Strand(s): D. Visual Art

Content Statement(s): The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.

CPI # / CPI(s): 1.3.8.D.3 - Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Critique and Aesthetic Response		Unit #: 4
Course or Grade Level: Eighth		Length of Time: 2 class periods
Pacing	week 3, days 4 and 5	
Essential Questions	<ul style="list-style-type: none"> • Is this piece visual appealing? Why or why not? • Did the artist effectively use the learned technique? • How could it be improved? 	
Content	<ul style="list-style-type: none"> • Positive feedback • Creative criticism • Verbal presentation 	
Skills	<ul style="list-style-type: none"> • Public speaking • Providing creative criticism 	
Assessments	<ul style="list-style-type: none"> • Students assess peers through verbal critique • Teacher observation of verbal presentation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

2009 NJCCCS

Standard: 1.4 Aesthetic Responses and Critique Methodologies

Strand(s): D. Visual Art 1.4.8.B.1

Content Statement(s): Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

CPI # / CPI(s): Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Human Proportion		Unit #: 4
Course or Grade Level: Eighth		Length of Time: 12 class periods
Pacing	week 4, day 1 –week 6, day 2	
Essential Questions	<ul style="list-style-type: none"> • Why is proportion important when drawing the human form? 	
Content	<ul style="list-style-type: none"> • Body proportion • Facial proportion • Gesture drawing 	
Skills	<ul style="list-style-type: none"> • Capture naturalistic poses in quick sketches • Draw realistic people • Observe and replicate the human form 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded for completion • Teacher observation and class discussion • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

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.

Strand(s): D. Visual Art

Content Statement(s): The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

CPI # / CPI(s): 1.3.8.D.1 - Incorporate various art elements and the 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).

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Self Portrait (1.1.8.D.1)		Unit #: 5
Course or Grade Level: Eighth		Length of Time: 7 class periods
Pacing	week 6, day 3 - week 7, day 5	
Essential Questions	<ul style="list-style-type: none"> • Why do artists so often create self portraits? 	
Content	<ul style="list-style-type: none"> • Historical self portraits and the emotions they convey • Facial proportion • Varied genres 	
Skills	<ul style="list-style-type: none"> • Proportion • Mixed media 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation and class discussion • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

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.

Strand(s): D. Visual Art

Content Statement(s): Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.

CPI # / CPI(s): 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.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Agamograph		Unit #: 6
Course or Grade Level: Eighth		Length of Time: 10 class periods
Pacing	week 8, day 1 – week 9, day 5	
Essential Questions	<ul style="list-style-type: none"> • What is kinetic art? • How can art move and what may be the meaning behind it? 	
Content	<ul style="list-style-type: none"> • Technology • Illusion • Measurement 	
Skills	<ul style="list-style-type: none"> • Incorporate a triptych in to one piece that “changes” as the viewer moves. 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation and class discussion • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math - measurement 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

Standard: 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.

Strand(s): A. History of the Arts and Culture

Content Statement(s): Technological changes have and will continue to substantially influence the development and nature of the arts.

CPI # / CPI(s): 1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Collage		Unit #: 7
Course or Grade Level: Eighth		Length of Time: varies
Pacing	ongoing anchor activity	
Essential Questions	<ul style="list-style-type: none"> • How can your art show your personality, interests, values? 	
Content	<ul style="list-style-type: none"> • Form • Layering • Composition 	
Skills	<ul style="list-style-type: none"> • Mixed media collage 	
Assessments	<ul style="list-style-type: none"> • Participation credit if completed 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

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. **D.**

Strand(s): D. Visual Art

Content Statement(s): Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.

CPI # / CPI(s): 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.

[21st Century Themes](#)

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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[21st Century Skills](#)

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
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	Media Literacy		ICT Literacy		Life and Career Skills
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**Pine Hill Public Schools
Curriculum**

Unit Title: Art Impact: Historical Event (911, war, death, anniversary, political movement or other)		Unit #: 8
Course or Grade Level: Eighth		Length of Time: 4 class periods
Pacing	4 class periods	
Essential Questions	<ul style="list-style-type: none"> • How did this event/movement affect the art world? • Are there lasting implications? 	
Content	<ul style="list-style-type: none"> • Varies by topic 	
Skills	<ul style="list-style-type: none"> • Identify the impact of an important historical event • Draw inspiration from an important historical event and create a piece that reflects that 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation and class discussion • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • LAL 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

2009 NJCCCS

Standard: 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.

Strand(s): A. History of the Arts and Culture

Content Statement(s): Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

CPI # / CPI(s): 1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Black History Month		Unit #: 9
Course or Grade Level: Eighth		Length of Time: 5 class periods
Pacing	5 class periods	
Essential Questions	<ul style="list-style-type: none"> • What impact did this person’s art have? • How is culture evident in his/her work? • Is this art functional? What is the history of African American art in the U.S.A.? 	
Content	<ul style="list-style-type: none"> • Utilitarian versus non-utilitarian art • Mixed media; technique and material vary by artist 	
Skills	<ul style="list-style-type: none"> • Recognize and identify the impact of history and culture on art. 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation and class discussion • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

Standard: 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.

1.4 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.

Strand(s): A. History of the Arts and Culture

A. Aesthetic Responses

Content Statement(s): The arts reflect cultural morays and personal aesthetics throughout the ages.

Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

CPI # / CPI(s): 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Earth Day		Unit #: 10
Course or Grade Level: Eighth		Length of Time: 5 class periods
Pacing	5 class periods	
Essential Questions	<ul style="list-style-type: none"> • How do our actions impact our planet? Positively? Negatively? • How can “trash”, or nontraditional materials, get a new life as art? 	
Content	<ul style="list-style-type: none"> • Recognize the value in reducing consumption and repurposing waste materials. 	
Skills	<ul style="list-style-type: none"> • Create a unique art piece utilizing materials otherwise destined for landfills. • Student select from a variety of projects like recyclable mobile, recycle city, paper mache vessels, Bottle cap mosaic, crochet plastic bags, trash prints, soda tab chain mail, spoon lantern or rose, glove chipmunk, toilet paper roll art, lightbulb vase, tuna can clothes pin, 	
Assessments	<ul style="list-style-type: none"> • Teacher observation and class discussion • Visual evidence 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

Standard:
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.

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.

Strand(s):
D. Visual Art
A. Aesthetic Responses
 Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

Content Statement(s):	CPI # / CPI(s):
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4 – Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Awareness of basic elements of style and design in	1.4.8.A.6 - Differentiate between “traditional” works

dance, music, theatre, and visual art inform the creation of criteria for judging originality.	of art and those that do not use conventional elements of style to express new ideas.
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		