

Grade 8 Scope and Sequence for Visual Arts**Grade 8 Scope and Sequence for Visual Arts**

<b>Visual Arts</b>	<b>Number of Instructional Days</b>
<b><u>Unit 1: Perspective Drawing</u></b> <i>This unit will teach students about perspective in drawing. Students will be able to accurately draw landscape pictures by using a point of perspective</i>	<b>10</b>
<b><u>Unit 2: Pattern Making and Color Schemes</u></b> <i>This unit will offer students the opportunity to use the understanding of color theory learned in 7th grade to enhance patterns that they will learn about during this unit.</i>	<b>10</b>
<b><u>Unit 3: Careers in the Arts</u></b> <i>This unit will offer students the opportunity to learn about career paths that they might pursue in the field of art. Students will learn that art can be a viable means of making a living, and not just a hobby.</i>	<b>10</b>
<b><u>Unit 4: Aesthetic Response and Critique</u></b> <i>This unit will examine criteria in making informed judgments about works of art and defend those judgments. It is important to analyze the artists' sensory, formal, technical and expressive properties in a work of art.</i>	<b>10</b>

<b>Visual Arts</b>	<b>Grade: 8</b>
<b>Unit 1: Perspective Drawing</b>  <b>Unit Overview:</b> In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.	
<b>New Jersey Student Learning Standards</b> <b>1.1.8.D.1</b> - 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. <b>1.1.8.D.2</b> - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. <b>Standard 8 Computer Science</b> Performance Expectations: 8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.  <b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b> 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Artists must understand media, techniques and process as tools to communicate</li> <li>Artists consider multiple approaches to visual problems</li> <li>Form and function may or may not be related from one to the other</li> <li>Pieces of work have personality and mood.</li> </ul>	<ul style="list-style-type: none"> <li>Why is perspective important in creating a drawing?</li> <li>To what extent can media be manipulated using a variety of techniques and processes?</li> <li>How can lines express emotion?</li> <li>Why is value an important part of the line design?</li> <li>To what extent does good design integrate form with function?</li> </ul>
<b>Unit Goals</b>	<b>Teaching Points</b>
<i>Session 1 - (Creating Perspective)</i>	<ul style="list-style-type: none"> <li><b>Today I want to teach you that artists incorporate mathematical principles into their work in order to create perspective in their drawings and paintings.</b> <ul style="list-style-type: none"> <li>Artists do this by:</li> </ul> </li> </ul>

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	<ol style="list-style-type: none"> <li>1. understanding and using mathematical terminology when planning a project</li> <li>2. using 3-dimensional shapes</li> <li>3. showing an object's height, length, and width</li> <li>4. creating a vanishing point</li> <li>5. changing the size of objects leading to the vanishing point</li> </ol>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Draw an interior and exterior space showing size changes of objects using a vanishing point</li> <li>• Draw 3-dimensional shapes showing their height, length and width in the creation of a piece of artwork</li> <li>• Create a 1-point perspective graphite drawing</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student portfolio</li> <li>• Rubric based projects</li> <li>• Verbal Discussions</li> <li>• Teacher observations</li> <li>• Written short answer assessments</li> <li>• Repeat verbal directions back</li> <li>• Sketchbook notes</li> <li>• Sketchbook drawings</li> <li>• Rough draft drawings</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Problem-based learning</li> <li>• Stations/centers</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Rubric based final projects for each unit</li> <li>• Observation of student application of skills</li> <li>• Completion of individual assignments and projects</li> <li>• Participation in activities</li> <li>• Time on task</li> </ul>	
<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• rough drafts for each project</li> <li>• Rubric based final project for each unit</li> <li>• Student self-assessment using rubrics and short answer responses</li> </ul>	
<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Homework - extended drawing at home</li> <li>• Presentations</li> <li>• Quick response chalkboards</li> <li>• Verbal and written Critiques</li> </ul>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• Multi-language glossary</li> <li>• Pupil edition in Spanish</li> <li>• Vocabulary flash cards</li> </ul>
	<p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>

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<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSLs</b>										

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<ul style="list-style-type: none"> <li>Math: Application of mathematical terminology, use of rulers, use of 3-dimensional shapes, scale and ratio</li> </ul>	<ul style="list-style-type: none"> <li>Watch differentiated drawing tutorials</li> <li>Use of the document camera for direct modeling on drawing</li> <li>Use of board projector for written project steps</li> </ul>
<b>Integration of 21st Century Themes</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>Career Opportunities in the arts</li> <li>Critical Thinking and Problem-Solving</li> <li>Communication and Collaboration</li> <li>Curiosity and Imagination</li> <li>Productivity and Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the use of 3-D shapes in book illustrations</li> <li>Analysis of value shading in book illustrations</li> <li>Google Slideshow Portfolio Analysis</li> </ul>
<b>Career Education</b>	<b>Global Perspectives</b>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Careers in the Arts</p>	<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women's History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans' Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>

<b>Visual Arts</b>		<b>Grade: 8</b>
<b>Unit 2: Pattern Making and Color Schemes</b>		
<b>Unit Overview:</b> In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.		
<b>New Jersey Student Learning Standards</b>		
<b>1.1.8.D.1</b> - 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. <b>1.1.8.D.2</b> - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. <b>9.1.8.A.1</b> - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. <b>9.1.8.C.2</b> - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. <b>9.1.8.C.3</b> - Model leadership skills during classroom and extra-curricular activities.		
<b>Enduring Understandings</b>		<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Art is a form of expression that employs a system of visual symbols.</li> <li>Subject matter, symbols and ideas are all rooted in culture.</li> <li>Mixing colors and creating color relationships based on the color wheel is an essential part of creating patterns that are pleasing..</li> <li>Understanding the value scale of monochromatic colors, tones, complimentary colors, warm colors, and cool colors is essential to creating patterns</li> </ul>		<ul style="list-style-type: none"> <li>Why is understanding the color wheel an important part of art?</li> <li>How can movement be created without sacrificing unity and elements in the design?</li> <li>How are symbols used to influence a piece of art?</li> </ul>

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<ul style="list-style-type: none"> <li>Experimenting with painting styles based on impressionist and post-impressionist paintings helps with understanding color relationships</li> <li>Painting an abstract composition from realistic still-life images depends on the artist's understanding of color theory</li> <li>Talking about color theory in a critical format helps artists become better at using color.</li> </ul>	
<b>Unit Goals</b>	<b>Teaching Points</b>
<i>Session 1 - (The Power of Color)</i>	<ul style="list-style-type: none"> <li><b>Today I want to teach you that artists use color to show depth, emotion, temperature, and meaning in their work. Understanding color schemes and patterning helps to make their use of color more powerful and dramatic.</b> <ul style="list-style-type: none"> <li>Artists do this by:                             <ol style="list-style-type: none"> <li>using repetition of lines, shapes, and color to create patterns in their work</li> <li>creating contrast by using value changes</li> <li>creating visual harmony in their work by categorizing colors into particular color schemes</li> </ol> </li> </ul> </li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>Create a mathematical grid using a ruler</li> <li>Create a pattern by using repetition of line, shape and color</li> <li>Follow a sequence of steps in the completion of a work of art</li> <li>Use a specific color scheme in the creation of a work of art</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Student portfolio</li> <li>Rubric based projects</li> <li>Verbal Discussions</li> <li>Teacher observations</li> <li>Written short answer assessments</li> <li>Repeat verbal directions back</li> <li>Sketchbook notes</li> <li>Sketchbook drawings</li> <li>Rough draft drawings</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Rubric based final projects for each unit</li> <li>Observation of student application of skills</li> <li>Completion of individual assignments and projects</li> <li>Participation in activities</li> <li>Time on task</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>rough drafts for each project</li> <li>Rubric based final project for each unit</li> <li>Student self-assessment using rubrics and short answer responses</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>Preview content and concepts</li> <li>Behavior management plan</li> <li>Highlight text</li> <li>Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Alternative formative and summative assessments</li> <li>Guided Reading</li> <li>Personal agendas</li> <li>Project-based learning</li> <li>Problem-based learning</li> <li>Stations/centers</li> <li>Tiered activities/assignments</li> <li>Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Clipping activities</li> <li>Exploration by interest</li> <li>Flexible groupings</li> </ul>

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<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Homework - extended drawing at home</li> <li>• Presentations</li> <li>• Quick response chalkboards</li> <li>• Verbal and written Critiques</li> </ul>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• Multi-language glossary</li> <li>• Pupil edition in Spanish</li> <li>• Vocabulary flash cards</li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
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<div data-bbox="121 300 906 625"> <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>New Jersey Visual Arts State Standards</li> <li>Art Educators of New Jersey Association</li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>theartofeducation.org - The Art of Education</li> <li>www.nga.gov - National Gallery of Art</li> <li>artsandculture.google.com - Google Arts and Culture</li> </ul> </div>	<div data-bbox="945 300 1560 1266"> <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>ArtsEdge: <a href="https://artsedge.kennedy-center.org/educators.aspx">https://artsedge.kennedy-center.org/educators.aspx</a></li> <li><a href="http://www.nga.gov/kids">www.nga.gov/kids</a></li> <li><a href="http://www.crayola.com">www.crayola.com</a></li> <li>Googleartproject.com</li> <li>Scholastic Art Magazine</li> <li>Google Classroom</li> <li>Google forms</li> <li>Youtube.com</li> <li>Newsela</li> <li>Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels)</li> <li>Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes)</li> <li>Ceramic tools and materials (clay, glaze)</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>Drawing for the Absolute Beginner by Garcia</li> <li>Understanding Art by Mittler and Ragans</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>Resource manual for Intervention and Referral Services</li> <li>Hand grips</li> <li>Various sized drawing tools</li> <li>Various sized paintbrushes</li> <li>Visual examples of completed projects</li> <li>Light-boxes</li> <li>Tracing paper and graphite transfer paper</li> <li>Tracing templates</li> <li>Manipulatives</li> </ul> </div>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Science: Pigment Spectrum vs. the Light Spectrum</li> <li>Math: Ruler Skills</li> <li>Social Studies: History of textiles</li> <li>World Language:</li> </ul>	<p><b>Integration of Technology through NJSLs</b></p> <ul style="list-style-type: none"> <li>Watch differentiated drawing tutorials</li> <li>Use of the document camera for direct modeling on drawing</li> <li>Use of board projector for written project steps</li> </ul>
<p><b>Integration of 21st Century Themes</b></p> <ul style="list-style-type: none"> <li>Career Opportunities in the arts</li> <li>Critical Thinking and Problem-Solving</li> <li>Communication and Collaboration</li> <li>Curiosity and Imagination</li> <li>Productivity and Accountability</li> </ul>	<p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>Evaluate the use of 3-D shapes in book illustrations</li> <li>Analysis of value shading in book illustrations</li> <li>Google Slideshow Portfolio Analysis</li> </ul>
<p><b>Career Education</b></p> <p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p>	<p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> </ul>

Grade 8 Scope and Sequence for Visual Arts

(Field trips, list free online courses, skype an author or scientist, specialized programs).  9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Careers in the Arts	<ul style="list-style-type: none"> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women's History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
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Visual Arts		Grade: 8
Unit 3: Careers in the Arts		
Unit Overview:		
In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.		
New Jersey Student Learning Standards		
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. 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. 9.1.8.A.1 - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.2 - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 - Model leadership skills during classroom and extra-curricular activities.		
Enduring Understandings		Essential Questions
<ul style="list-style-type: none"><li>• Aesthetics foster artistic appreciation; interpretation, imagination, significance and value.</li><li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision-making.</li><li>• Experts can and do disagree about the value, power and source of art.</li></ul>		<ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• Does art define culture or does culture define art?</li><li>• What art careers exists?</li><li>• How do I pursue careers in the arts?</li></ul>
Unit Goals	Teaching Points	
Session 1 - (A Future in the Arts)	<ul style="list-style-type: none"><li>• Today I want to teach you that there are many ways that a person can earn a living in the arts, outside of being a teacher. Artists know that their skills can be applied in a number of different fields, and with a little research, artists can find information about those careers so they can plan secondary and post-secondary education options.<ul style="list-style-type: none"><li>○ Artists do this by:<ol style="list-style-type: none"><li>1. researching jobs in the arts</li><li>2. investigating what kind of education might be required to pursue particular jobs</li><li>3. speaking to people they know in different jobs related to the arts</li><li>4. planning out how they might pursue art as a career</li><li>5. seeking out opportunities to shadow a professional in the arts</li></ol></li></ul></li></ul>	
Skills (Students will be able to...)		
<ul style="list-style-type: none"><li>• Identify 4 different career paths in the arts</li><li>• Identify educational requirements and experience required in certain careers in the arts</li><li>• Identifv people in their life who work in the arts</li></ul>		



## Grade 8 Scope and Sequence for Visual Arts

<div>Formative Assessments:</div> <div><ul style="list-style-type: none"><li>Student portfolio</li><li>Rubric based projects</li><li>Verbal Discussions</li><li>Teacher observations</li><li>Written short answer assessments</li><li>Repeat verbal directions back</li><li>Sketchbook notes</li><li>Sketchbook drawings</li><li>Rough draft drawings</li></ul></div> <div>Summative Assessments:</div> <div><ul style="list-style-type: none"><li>Rubric based final projects for each unit</li><li>Observation of student application of skills</li><li>Completion of individual assignments and projects</li><li>Participation in activities</li><li>Time on task</li></ul></div> <div>Benchmark Assessments:</div> <div><ul style="list-style-type: none"><li>rough drafts for each project</li><li>Rubric based final project for each unit</li><li>Student self-assessment using rubrics and short answer responses</li></ul></div> <div>Alternative Assessments:</div> <div><ul style="list-style-type: none"><li>Homework - extended drawing at home</li><li>Presentations</li><li>Quick response chalkboards</li><li>Verbal and written Critiques</li></ul></div>	<div>Special Education</div> <div><ul style="list-style-type: none"><li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li><li><a href="#">Subgroup Accommodations and Modifications</a></li><li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li></ul><div>Differentiation:</div><div><ul style="list-style-type: none"><li>Preview content and concepts</li><li>Behavior management plan</li><li>Highlight text</li><li>Small group setting</li></ul></div><div>High-Prep Differentiation:</div><div><ul style="list-style-type: none"><li>Alternative formative and summative assessments</li><li>Guided Reading</li><li>Personal agendas</li><li>Project-based learning</li><li>Problem-based learning</li><li>Stations/centers</li><li>Tiered activities/assignments</li><li>Varying organizers for instructions</li></ul></div><div>Low-Prep Differentiation:</div><div><ul style="list-style-type: none"><li>Clubbing activities</li><li>Exploration by interest</li><li>Flexible groupings</li></ul></div></div> <div>English Language Learners</div> <div><ul style="list-style-type: none"><li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li><li><a href="#">Unit 1: Curriculum for ELL</a></li><li><a href="#">Subgroup Accommodations and Modifications</a></li><li>Multi-language glossary</li><li>Pupil edition in Spanish</li><li>Vocabulary flash cards</li></ul></div> <div>Students at Risk for Failure</div> <div><ul style="list-style-type: none"><li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li><li><a href="#">Subgroup Accommodations and Modifications</a></li></ul></div> <div>Gifted and Talented</div> <div><ul style="list-style-type: none"><li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li><li><a href="#">Subgroup Accommodations and Modifications</a></li></ul></div> <div>Students with 504 Plans</div> <div><ul style="list-style-type: none"><li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li><li><a href="#">Subgroup Accommodations and Modifications</a></li></ul></div>
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Grade 8 Scope and Sequence for Visual Arts

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div data-bbox="126 405 906 468"><b>Core Professional Resources:</b></div> <div data-bbox="126 474 906 552"> <ul style="list-style-type: none"> <li>• New Jersey Visual Arts State Standards</li> <li>• Art Educators of New Jersey Association</li> </ul> </div> <div data-bbox="126 558 906 621"><b>Supplemental Professional Resources:</b></div> <div data-bbox="126 627 906 726"> <ul style="list-style-type: none"> <li>• theartofeducation.org - The Art of Education</li> <li>• www.nga.gov - National Gallery of Art</li> <li>• artsandculture.google.com - Google Arts and Culture</li> </ul> </div>	<div data-bbox="943 405 1555 468"><b>Core Instructional Resources:</b></div> <div data-bbox="943 474 1555 888"> <ul style="list-style-type: none"> <li>• ArtsEdge: <a href="https://artsedge.kennedy-center.org/educators.aspx">https://artsedge.kennedy-center.org/educators.aspx</a></li> <li>• <a href="http://www.nga.gov/kids">www.nga.gov/kids</a></li> <li>• <a href="http://www.crayola.com">www.crayola.com</a></li> <li>• Googleartproject.com</li> <li>• Scholastic Art Magazine</li> <li>• Google Classroom</li> <li>• Google forms</li> <li>• Youtube.com</li> <li>• Newsela</li> <li>• Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels)</li> <li>• Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes)</li> <li>• Ceramic tools and materials (clay, glaze)</li> </ul> </div> <div data-bbox="943 894 1555 957"><b>Supplemental Resources:</b></div> <div data-bbox="943 963 1555 1041"> <ul style="list-style-type: none"> <li>• Artists to ARTist: 23 Major Illustrators Talk to Children about their Art- by Philomel</li> </ul> </div> <div data-bbox="943 1047 1555 1110"><b>Intervention Resources:</b></div> <div data-bbox="943 1117 1555 1371"> <ul style="list-style-type: none"> <li>• Resource manual for Intervention and Referral Services</li> <li>• Hand grips</li> <li>• Various sized drawing tools</li> <li>• Various sized paintbrushes</li> <li>• Visual examples of completed projects</li> <li>• Light-boxes</li> <li>• Tracing paper and graphite transfer paper</li> <li>• Tracing templates</li> <li>• Manipulatives</li> </ul> </div>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> <li>• Science: Pigment Spectrum vs. the Light Spectrum</li> <li>• Math: Ruler Skills</li> <li>• Social Studies: History of textiles</li> <li>• World Language:</li> </ul>	<ul style="list-style-type: none"> <li>• Watch differentiated drawing tutorials</li> <li>• Use of the document camera for direct modeling on drawing</li> <li>• Use of board projector for written project steps</li> </ul>
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Career Opportunities in the arts</li> <li>• Critical Thinking and Problem-Solving</li> <li>• Communication and Collaboration</li> <li>• Curiosity and Imagination</li> <li>• Productivity and Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the use of 3-D shapes in book illustrations</li> <li>• Analysis of value shading in book illustrations</li> <li>• Google Slideshow Portfolio Analysis</li> </ul>

**Grade 8 Scope and Sequence for Visual Arts**

<b>Career Education</b>	<b>Global Perspectives</b>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>-Career Education:</p> <p>Interviews with adults in the creative fields</p> <p>Articles about working professionals</p> <p>Researching companies that are currently hiring in creative careers</p>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women's History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>

<b>Visual Arts</b>	<b>Grade: 8</b>
<b>Unit 4: Aesthetic Response and Critique</b>	
<b>Unit Overview:</b> Aesthetics is the study of beauty and taste, whether in the form of the comic, the tragic, or the sublime. When we speak of something that creates an aesthetic experience, we are usually talking about some form of art; yet the mere facts that serve as discussing a work of art does not guarantee that we are also discussing aesthetics-the two are not equivalent. Not all works of art necessarily create an aesthetic experience, for example when we look at a painting to determine how much we can sell it for.	
<b>New Jersey Student Learning Standards</b>	
<p><b>1.1.8.D.1</b> - 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><b>1.1.8.D.2</b> - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p><b>1.4.8.A.1</b> - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p><b>1.4.8.A.2</b> - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p><b>1.4.8.A.3</b> - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p><b>1.4.8.A.4</b> - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p><b>1.4.8.A.5</b> - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p><b>1.4.8.A.6</b> - Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</p> <p><b>1.4.8.A.7</b> - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p><b>1.4.8.B.1</b> - 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><b>1.4.8.B.2</b> - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p><b>1.4.8.B.3</b> - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p> <p><b>9.1.8.A.1</b> - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p><b>9.1.8.C.2</b> - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p><b>9.1.8.C.3</b> - Model leadership skills during classroom and extra-curricular activities.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>

**Grade 8 Scope and Sequence for Visual Arts**

<ul style="list-style-type: none"> <li>• Art criticism fosters skills of informed judgement</li> <li>• Responding to aesthetics affects students' personal lives in reference to the significance, value, and preference in art</li> <li>• Artwork is evaluated using an analysis of of art and principles of design</li> <li>• Context influences the way we make and evaluate art</li> </ul>	<ul style="list-style-type: none"> <li>• How do the sensory, formal, technical, and expressive properties in a work of art help one to analyze artworks?</li> <li>• How does one construct meaning when examining artwork based solely upon properties found in the work such as subject matter, media, expression, and style, and then defend those choices?</li> <li>• What is the role of the art critic?</li> </ul>
<b>Unit Goals</b>	<b>Teaching Points</b>
<i>Session 1 - (Learning to Critique)</i>	<ul style="list-style-type: none"> <li>• <b>Today I want to teach you that artists are critiqued regularly. Some artists are able to use the critiques to help them become better at their craft; however, some critiques are quite harsh and they do not help the artist much at all. It is important for an artist to learn how to offer a critique that will help other artists and not crush their spirit.</b> <ul style="list-style-type: none"> <li>○ Artists do this by:               <ol style="list-style-type: none"> <li>1. describing the use of shading values in an established work of art</li> <li>2. describing the colors seen in established artwork using specific, concrete adjectives</li> <li>3. analyzing the artist's use of value changes to show the placement of a light source</li> <li>4. interpreting an artist's technical skill in applying paint to their work</li> <li>5. judging the demonstrated skills in creating a work of art</li> <li>6. providing constructive feedback on peers' artwork</li> </ol> </li> </ul> </li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Compare and contrast art in various mediums that utilize the same art elements and principles of design</li> <li>• Determine the value of a critique's context and form by evaluating the written critiques of critics, peers and self</li> <li>• Distinguish ways individuals have different opinions regarding the merits and effectiveness of aesthetic choices in the creation and performance of the visual and performing arts</li> <li>• Compare and contrast changes in accepted meanings of known artworks over time given shifts in societal norms, beliefs or values, Interpret symbolism embedded in art works from various mediums and artistic disciplines.</li> <li>• Delineate thematic content of multicultural art works and plan, design, and execute multiple solutions to challenging visual arts problems expressing similar thematic content</li> </ul>	

<b>Formative Assessments:</b>	<b>Special Education</b>
<ul style="list-style-type: none"> <li>• Student portfolio</li> <li>• Rubric based projects</li> <li>• Verbal Discussions</li> <li>• Teacher observations</li> <li>• Written short answer assessments</li> <li>• Repeat verbal directions back</li> <li>• Sketchbook notes</li> <li>• Sketchbook drawings</li> <li>• Rough draft drawings</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul>
<b>Summative Assessments:</b>	<b>Differentiation:</b>
<ul style="list-style-type: none"> <li>• Rubric based final projects for each unit</li> <li>• Observation of student application of skills</li> <li>• Completion of individual assignments and projects</li> <li>• Participation in activities</li> <li>• Time on task</li> </ul>	<ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul>
	<b>High-Prep Differentiation:</b>
	<ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Problem-based learning</li> <li>• Stations/centers</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul>

**Grade 8 Scope and Sequence for Visual Arts**

<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>rough drafts for each project</li> <li>Rubric based final project for each unit</li> <li>Student self-assessment using rubrics and short answer responses</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Homework - extended drawing at home</li> <li>Presentations</li> <li>Quick response chalkboards</li> <li>Verbal and written Critiques</li> </ul>	<p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clipping activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul>
	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Unit 1: Curriculum for ELL</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li>Multi-language glossary</li> <li>Pupil edition in Spanish</li> <li>Vocabulary flash cards</li> </ul>
	<p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>

**Grade 8 Scope and Sequence for Visual Arts**

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**Grade 8 Scope and Sequence for Visual Arts**

<p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>-Career Education:</p> <p>Interviews with adults in the creative fields</p> <p>Articles about working professionals</p> <p>Researching companies that are currently hiring in creative careers</p>	<ul style="list-style-type: none"><li>• Black History Month</li><li>• National Women's History Month,</li><li>• National Irish-American Heritage Month</li><li>• National Italian American Heritage Month</li><li>• Asian Pacific American Heritage</li><li>• Older Americans' Month</li><li>• Jewish American Heritage Month</li><li>• Week of Respect</li><li>• Red Ribbon Week</li><li>• International Dot Day (September 16)</li></ul>
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