

CURRICULUM

FOR

ART

GRADE 8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Jennifer Swisstack

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Subject/Course Title:
**Art
Grade 8**

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Art Grade 8

PACING GUIDE

Unit	Title	Pacing
1	Self-guided Assignment/Exploration of Different Artistic Techniques	1 weeks
2	Introduction to Color Mixing	2 weeks
3	Shading	3 days
4	Digital Photo Manipulation	1 day
5	Grid Enlargement	2 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Visual Art

Unit Title: Self-guided Assignment/ Exploration of Different Artistic Techniques

Target Course/Grade Level: Art Grade 8

Unit Summary: Students will choose one style of art to complete a project of their choice. Six different artistic styles will be presented. Students will choose one of the six projects to execute into a piece of art.

Approximate Length of Unit: 1 week (students will be given one week to work on project in class, but have 30 days to complete assignment)

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

Interdisciplinary Connections and Standards:

English Language Arts

- RI.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Unit Understandings:

Students will understand that...

- Artistic work can be created with a variety of materials and styles.
- Students can customize or make artwork that is unique to them by putting their own spin on an existing style of artwork.

Unit Essential Questions:

- How can you take a distinct style of art and add your own ideas to make a unique piece of art?
- What styles of art speak to you and spark your interest?

Knowledge and Skills:

Students will know...

- How to read and follow instructions at their own pace.
- How to manage their studio time, and how to navigate the art room.

Students will be able to...

- Find the tools and materials that are required for classwork successfully.
- How to create their own piece of unique artwork after following instructions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will complete a short battery of stitching activities to demonstrate mastery as an end of unit assessment.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will be given individualized instruction as needed
- Students are encouraged to assist their peers.
- Students may use available computers to assist in the creation of their artwork..

RESOURCES

Teacher Resources:

- Self-created
- Pinterest
- Google

Equipment Needed:

- Teacher generated packets

- Mixed art media

UNIT 2 OVERVIEW

Content Area: Visual Art

Unit Title: Introduction to Color Mixing

Target Course/Grade Level: Art Grade 8

Unit Summary: Students will learn the basics of color mixing using paints. Students will create a piece of artwork that includes primary and secondary colors, tints, and shades. Students will also understand and utilize proper care technique.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
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- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

Interdisciplinary Connections and Standards:

English Language Arts

- RI.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Unit Understandings:

Students will understand that...

- Two Primary colors create secondary colors.
- White plus any color create a tint, and black with any color create a shade.
- Proper care of materials and tools is essential for successful painting.

Unit Essential Questions:

- What are primary and secondary colors?
- How do we take care of our materials and tools?

Knowledge and Skills:

Students will know...

- How to create primary and secondary colors along with tints and shades.

Students will be able to...

- Create a piece of artwork using primary and secondary colors along with tints and shades.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- As an end of unit assessment, students will be scored using a rubric after the completion of their color wheel using primary, secondary, tints and shades.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will first begin with a guided tutorial to get set up and successfully begin along the path of good painting habits, then they will continue on a self-guided basis with individualized assistance and peer assistance as needed.

<i>RESOURCES</i>

Teacher Resources:

- Pinterest
- Google

Equipment Needed:

- Drawing and painting materials

UNIT 3 OVERVIEW

Content Area: Visual Art

Unit Title: Shading

Target Course/Grade Level: Art Grade 8

Unit Summary: Students will use shading tools and pencils to create a gray scale and add dimension to two dimensional objects.

Approximate Length of Unit: 3 days

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
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- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
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- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

Interdisciplinary Connections and Standards:

English Language Arts

- RI.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Unit Understandings:

Students will understand that...

- You can create several shades of dark and light with a pencil.
- You can create shape and dimension with shading.

Unit Essential Questions:

- What is the difference between three and two dimensional objects?

Knowledge and Skills:

Students will know...

- The difference between three dimensional and two dimensional objects.

- How to use a pencil and shading tool to create the illusion of depth in a two dimensional object.

Students will be able to...

- Use a shading tool and pencil to create a gray scale and the illusion of depth on an object.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- As an end of unit assessment, students will be graded using a rubric after the completion of the element of shading worksheet.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will walked through the initial steps of shading in a step-by-step tutorial. One-on-one assistance is given as needed, and peer assistance is encouraged.

RESOURCES

Teacher Resources:

- Google
- Teacher-generated handout

Equipment Needed:

- Shading worksheet
- Pencils
- Shading tools

UNIT 4 OVERVIEW

Content Area: Visual Art

Unit Title: Digital Photo Manipulation

Target Course/Grade Level: Art Grade 8

Unit Summary: Students will use online photo manipulation software to capture, manipulate and print photos for a portrait drawing assignment.

Approximate Length of Unit: 1 day

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
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- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
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- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
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Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

Interdisciplinary Connections and Standards:

English Language Arts

- RI.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Technology

- 8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2** Create a document (e.g., newsletter, report, personalized learning plan, business letter or flyer) using one or more digital applications to be critiqued by professionals for usability.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Unit Understandings:

Students will understand that...

- Digital tools can be used to assist an artist in the creation of unique artwork.

Unit Essential Questions:

- What kinds of software do you use to manipulate photos?
- How has technology affected how artists create art?

Knowledge and Skills:

Students will know...

- How to capture and import photos into an online photo manipulation program.

Students will be able to...

- Manipulate a photo using an online program.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- As an end of unit assessment, students will submit 2 printed photos.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will be guided through a detailed tutorial on how to capture and import photos into their photos drive.
- Students will be guided through a detailed tutorial on how to import their photos into an online photo manipulation program and manipulate the tones and colors.
- Students will print photos.
- Individualized instruction and peer assistance are encouraged and given as needed.

<i>RESOURCES</i>

Teacher Resources:

- Google
- BeFunky.com

Equipment Needed:

- Computer lab
- Chrome carts

UNIT 5 OVERVIEW

Content Area: Visual Art

Unit Title: Grid Enlargement/Portrait Drawing

Target Course/Grade Level: Art Grade 8

Unit Summary: Students will use their digitally manipulated image, along with measuring and grid enlargement to enlarge their photo. They will also use shading techniques learned in a previous unit to shade in their portrait.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
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- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
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Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
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Interdisciplinary Connections and Standards:

English Language Arts

- RI.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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Technology

- 8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2** Create a document (e.g., newsletter, report, personalized learning plan, business letter or flyer) using one or more digital applications to be critiqued by professionals for usability.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Unit Understandings:

Students will understand that...

- Measuring can be used to enlarge drawings without the use of technology.

Unit Essential Questions:

- How can you easily copy/enlarge a photo without the use of technology?

Knowledge and Skills:

Students will know...

- How to use a rule and measurement to create a grid which will help them enlarge a photograph.

Students will be able to...

- Enlarge a photograph and duplicate a photograph on a larger piece of drawing paper.
- Use shading to add depth and dimension to their portrait drawing.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- As an end of unit assessment, students will be graded using a rubric after the completion of a portrait drawing using the drawing technique of grid enlargement.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will receive a detailed walkthrough to get them started. They will then work individually with teacher and peer assistance as needed.

RESOURCES

Teacher Resources:

- Google
- Pinterest

Equipment Needed:

- Printed portrait drawing
- Drawing paper
- Pencils
- Shading tools