

WEYMOUTH TOWNSHIP SCHOOL VISUAL ARTS CURRICULUM

Art Curriculum

Grade	8
Unit	1 Shape
Unit Duration	12 Weeks
Course	Elementary Art
Overview/Rationale	In this unit, students will learn how to use highlights and shadows to express a mood or tone. Students will learn how to draw in 1point perspective and apply it to a work of art. Students will be able to critique their classmate’s craftsmanship through their work of art.
DESIRED OUTCOMES	
NJSLS Standards Addressed	
Visual and Performing Arts Student Learning Standards:	
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<i>Cumulative Progress Indicators (CPIs) Addressed</i>	
<p>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).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>	

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<i>In this unit, the following 21st Century Themes & Skills are addressed:</i>	
X	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.
<i>Interdisciplinary Connections</i>	
English Language Arts	
<ul style="list-style-type: none"> ● W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. ● W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 	
Career Ready Practices	
CRP2. Apply appropriate academic and technical skills.	
CRP4. Communicate clearly and effectively and with reason.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
CRP11. Use technology to enhance productivity.	

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Integration of 21st Century Standards

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

Social Studies

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

Key Terms	Perspective, Value, Lighting, Scale
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Student Learning Objectives (SLO)

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.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

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Instructional Strategies

1. Students will respond to a posted Do Now question based on the lesson on the elements of art and principles of design. Then students will discuss it with a classmate using Turn and Talk strategy
2. Teacher demonstration and class discussion on 1-point perspective and different lighting situations.
3. Students will draw a set of books in 1-point perspective and write a few story telling sentences that describe their perspective (birds eye view, ants view, etc).
4. Students will explain the proper use of materials before beginning their project.
5. Students will create a still life and draw from observation. Drawings should be in 1-point perspective and show dramatic lighting.
6. Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.
- 7.

Essential Questions

Essential Questions:

- How does lighting affect a work of art?
- What is perspective? How is it used?

Enduring Understandings

- Light can set a mood or tone in a work of art through the use of light and dark.
- Perspective is the angle at which you view something. Different perspectives can be used to add detail, realism and interest to your work. Are you small and looking up or are you tall and looking down? Is a building tall from the ground or are you a bird flying above?
- Light can set a mood or tone in a work of art through the use of light and dark.
- Perspective is the angle at which you view something. Different perspectives can be used to add detail, realism and interest to your work. Are you small and looking up or are you tall and looking down? Is a building tall from the ground or are you a bird flying above

Assessments

- Teacher Observation
- Completed Projects
- Oral Student Feedback
- Peer Review
- Level of Creativity
- Reflection

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<ul style="list-style-type: none"> ● Class Discussion ● Rubrics ● Performance Tasks 	
<i>Differentiated Activities</i>	
Enrichment	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
Gifted and Talented	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
ELL	<p>Modified Assignments</p> <p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p>

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	<p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<p>Special Education</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments</p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading</p>

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	<p>criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
<p><i>At-Risk</i> <i>(Intervention)</i></p>	<p>Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p>Resources</p>	
<p>Student Resources</p>	<p>Perspective Example, Light Chart Drawing paper, Sharpie markers, colored pencils, ruler, eraser Scoring and Critique Rubric</p>
<p>Teacher</p>	

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

Cumulative Progress Indicators (CPIs) Addressed

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).

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

In this unit, the following 21st Century Themes & Skills are addressed:

X	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.

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	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

English Language Arts

W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Integration of 21st Century Standards

- 9.1.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.B.2 Create and respond to a feedback loop when problem solving.
- 9.1.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.F.2 Demonstrate a positive work ethic in various settings, including the classroom and

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during structured learning experiences.

Social Studies

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)

Key Terms

Perspective, Implied space, Illusionary depth, value, pattern, balance, harmony, unity, emphasis

Student Learning Objectives (SLO)

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.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Instructional Strategies

1. Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.
2. Teacher will provide examples of drawing techniques and a value chart. Students will discuss as a class drawing techniques and value.
3. With a partner, students will write down the drawing technique used by Seurat, Durer, Tenniel and Escher via Power Point presentation followed by a class discussion.
4. Students will choose 1 drawing technique they wish to use for their final project. Students will draw a value chart and use the drawing technique to create different values.
5. Students will explain the proper use of materials before beginning their project.
6. Students will create a scratch art drawing that uses a drawing technique to create all values.

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7. Students will display their work around the room and critique each other’s work during an art gallery show by providing positive and constructive feedback to classmates.

Essential Questions

Essential Questions:

- What are some different drawing techniques and how do you apply them to shading?
- How is value used in a work of art?

Enduring Understandings

- Some popular drawing techniques used are cross-hatching, blending, stippling, rendering, and cross contour.
- When an artist is working on a 2D work of art, such as a painting or drawing, they need to rely on illusion. Value adds realism.
- Generally, lighter values appear to be “closer” to the viewer, and darker values tend to “recede” from the viewer. All of these characteristics of value help the artist create illusions of space in two-dimensional works of art. Values can be different on different types of surfaces.
- Some popular drawing techniques used are cross-hatching, blending, stippling, rendering, and cross contour.
- When an artist is working on a 2D work of art, such as a painting or drawing, they need to rely on illusion. Value adds realism. Generally, lighter values appear to be “closer” to the viewer, and darker values tend to “recede” from the viewer. All of these characteristics of value help the artist create illusions of space in two-dimensional works of art. Values can be different on different types of surfaces.

Assessments

- Teacher Observation
- Completed Projects
- Oral Student Feedback
- Peer Review
- Level of Creativity
- Reflection
- Class Discussion
- Rubrics

Differentiated Activities

Enrichment

Conduct research and provide presentation of cultural topics.
Design surveys to generate and analyze data to be used in discussion.

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<p>Gifted and Talented</p>	<p>Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p>ELL</p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>

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<p>Special Education</p>	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests.</p>
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	Establish procedures for accommodations / modifications for assessments.
<i>At-Risk (Intervention)</i>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
Student Resources	<p>Pencils, rulers, Sharpie markers, Colored pencils, markers, eraser, Trade books, Chromebooks, Blending stick, Value chart, drawing paper</p> <p>Art Portfolio</p>
Teacher Resources Core Instructional Materials	<p>http://artprojectsforkids</p> <p>http://www.la-art-tutor.com/2007/10/17/one-point-perspective-drawing/</p>

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Art Curriculum

Grade	8
Unit	Unit 3 Pattern
Unit Duration	10-12 Weeks
Course	Elementary Art 8
Overview/Rationale	During this unit, students will analyze emotion through movement. Students will also explore ways to communicate through body language. Student will research a career in animation and discover different styles and solutions to create animation. Students will create their own short story animation and critique their classmate's work.
DESIRED OUTCOMES	
NJSLS Standards Addressed	
Visual and Performing Arts Student Learning Standards:	
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<i>Cumulative Progress Indicators (CPIs) Addressed</i>	
<p>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).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies</p>	

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that are appropriate to the theme and goals.

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 us1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or forming a variety of genre styles.

In this unit, the following 21st Century Themes & Skills are addressed:

X	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

English Language Arts Student Learning Standards

- W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.3 Write narratives to develop real or imagined experiences or events using

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effective technique, relevant descriptive details, and well-structured event sequences.

- SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Integration of 21st Century Standards

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning

Social Studies

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

Key Terms	Animation, Realism, Abstract, Pattern, Form, Function, Genre, Medium
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Student Learning Objectives (SLO)

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

Instructional Strategies

1. Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.
2. Teacher will play a short animated video called “Thought of You” by Ryan Woodward.
3. As a group, students will discuss their thoughts on the meaning of the video. The teacher will monitor group discussions.
4. A whole class discussion will be held to compile thoughts and teacher will reveal the true meaning of the video along with the strategies used to reach that meaning.
5. Students will explore different ways to communicate through body language. Keep notes in log.
6. Students will write a short story that involves emotions.
7. Students will create thumbnails sketches to help visualize the story.
8. Teacher will provide students with assignment example. Teacher will discuss the assignment and rubric. Students will critique and grade the example provided using the rubric.
9. Students will create a series of drawings that tell a story in motion.
10. Students will observe how to put images into motion using the computer.
11. Students will take a picture of each drawing and put it on the computer to animate using a computer program.
12. Students will show their video to the class and their classmates will critique it by providing positive and constructive feedback.

Essential Questions

Essential Questions:

- How can emotion be shown through motion and body language?
- What are some different ways of animating?

Enduring Understandings

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<ul style="list-style-type: none"> ● Posture, gestures, movements, expressions, visual symbols ● The most common type of animation is drawn on cells and is 2-D. 3-D animation is commonly made of clay and is referred to as Claymation. The most popular type of animation is computer animation. 	
<i>Assessments</i>	
<ul style="list-style-type: none"> ● Teacher Observation ● Completed Projects ● Oral Student Feedback ● Peer Review ● Level of Creativity ● Reflection ● Class Discussion ● Rubrics ● Performance Assessments 	
<i>Differentiated Activities</i>	
Enrichment	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
Gifted and Talented	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
ELL	Modified Assignments

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	<p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<p>Special Education</p>	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance</p>

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	<p>curriculum.</p> <p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
<p align="center"><i>At-Risk</i> <i>(Intervention)</i></p>	<p>Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p align="center">Resources</p>	

