



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** Art, Grade 8

**Department:** Visual and Performing Arts

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2006	Justine Salvo	Born Date
August 2009	Victor Milano	Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Review

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Pacing Guide	
Week	Marking Period 1
1	Unit 1: Creating artwork
2	Unit 1: Creating artwork
3	Unit 1: Creating artwork
4	Unit 2: Presenting artwork
5	Unit 2: Presenting artwork
6	Unit 2: Presenting artwork
7	Unit 3: Responding to artwork
8	Unit 3: Responding to artwork
9	Unit 4: Connecting to artwork
10	Unit 4: Connecting to artwork
Week	Marking Period 2
11	Apply and review units 1, 2, 3, 4
12	Apply and review units 1, 2, 3, 4
13	Apply and review units 1, 2, 3, 4
14	Apply and review units 1, 2, 3, 4
15	Apply and review units 1, 2, 3, 4
16	Apply and review units 1, 2, 3, 4
17	Apply and review units 1, 2, 3, 4
18	Apply and review units 1, 2, 3, 4

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19	Apply and review units 1, 2, 3, 4
20	Apply and review units 1, 2, 3,
<b>Core Instructional &amp; Supplemental Materials including various levels of Texts</b>	
Teacher created presentations, online resources, online databases, Scholastic Art magazine, videos, and various teacher-curated arts texts that support the curriculum.	

Time Frame	3 weeks, ongoing
<b>Topic</b>	
<b>Creating Art</b>	
<b>Essential Questions</b>	
<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>How does collaboration expand the creative process?</p> <p>How do artists and designers learn from trial and error?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p> <p>What role does persistence play in revising, refining and developing work?</p>	
<b>Enduring Understandings</b>	
<p>Creativity and innovative thinking are essential life skills that can be developed through artistic investigations, experimentation, exploration of design and sustained artmaking practices.</p> <p>“I can conceive and develop new artistic ideas and work.”</p>	
<b>Alignment to Standards</b>	
<p>VPA.1.1.8.D.CS1; VPA.1.1.8.D.1; VPA.1.1.8.D.CS2; VPA.1.1.8.D.2  VPA.1.3.8.D.CS1; VPA.1.3.8.D.1; VPA.1.3.8.D.CS2; VPA.1.3.8.D.2; VPA.1.3.8.D.CS3;  VPA.1.3.8.D.3; VPA.1.3.8.D.CS4; VPA.1.3.8.D.4; VPA.1.3.8.D.CS5; VPA.1.3.8.D.5</p>	

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VPA.1.3.8.D.CS6; VPA.1.3.8.D.6  
NCA VA:Cr1.1, VA:Cr1.2, VA:Cr2.1, VA:Cr2.2, VA:Cr2.3, VA:Cr3.1

### Learning Activities & Key Concepts and Skills

Engage in artist/teacher-directed and self-directed identification and exploration of media skills and techniques to accomplish a variety of 2D and 3D design solutions.

- Experiment with myriad medium/media choices to exercise skillful and intentional application of color, tone and texture.
- Observe 2D references and 3D objects/subjects closely to capture relationships of shapes, forms, and spaces.
- Employ color schemes (e.g. Complementary, Analogous, Monochromatic, Triadic, etc.) to convey symbolic, emotional, thematic, and/or spatial significance in a work of art.
- Develop the appearance of 3D structures and settings on a 2D surface through effective use of spatial devices such as: value and shading, one and two-point linear perspective, atmospheric perspective, size and vertical location, and overlapping.
- Utilize traditional and contemporary tools, materials and methods to create 2D and 3D artworks that are representational, functional, decorative, abstract and/or non-objective.

Create personally meaningful and expressive art with appropriate skills, techniques and media to communicate developed ideas.

Individually and collaboratively shape artistic investigations using traditional and/or contemporary practices of art and design.

### Assessments

#### **Formative:**

- In-process Research and Idea Development;
- Visual Journal Experiments and Skill-building;
- Collaborative Narratives;
- Guided Discussions;
- Individual and Corporate Critiques;
- Google Classroom Posts

#### **Summative:**

- Objective assessment

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- Artist statement

### **Benchmark:**

- Objective assessment

### **Alternative:**

- Portfolios

## Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal.

CRP.2 Students apply appropriate academic and technical skills to produce works of art that demonstrate mastery of visual art standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes, i.e. artist statement, critique, etc.

CRP.6 Demonstrate creativity and innovation in choice of media and application of skill in creating works of art.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing artwork.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

## 21st Century Skills

Through the process of creating art, students work toward mastery of **CAEP 9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Interdisciplinary Connections

### **Language Arts**

Students develop mastery of Speaking and Listening skills through activities aligned with **LA.8.SL.8.1** which states that students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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### Technology Integration

- Students develop mastery of technology skills aligned with **TECH 8.1.5** which states that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research.
- Students will use Google sites to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

Time Frame	3 weeks, ongoing
Topic	
<b>Presenting Art</b>	
Essential Questions	
What criteria, methods, and processes are used to prepare and select work for preservation or presentation?	
Why do people value objects, artifacts, and artworks, and select them for presentation?	
How does refining artwork affect its meaning to the viewer?	
How does the presenting and sharing of objects, artifacts and artworks influence and shape	

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ideas, beliefs and experiences?

### Enduring Understandings

Artists and curators actively engage in preparing, refining, analyzing, and preserving works for presentation.

“I can interpret and share artistic work.”

### Alignment to Standards

VPA.1.1.8.D.CS1; VPA.1.1.8.D.1; VPA.1.1.8.D.CS2; VPA.1.1.8.D.2  
VPA.1.2.8.A.CS1; VPA.1.2.8.A.1; VPA.1.2.8.A.CS2; VPA.1.2.8.A.2; VPA.1.2.8.A.CS3;  
VPA.1.2.8.A.3  
VPA.1.3.8.D.CS1; VPA.1.3.8.D.1; VPA.1.3.8.D.CS2; VPA.1.3.8.D.2; VPA.1.3.8.D.CS3;  
VPA.1.3.8.D.3; VPA.1.3.8.D.CS4; VPA.1.3.8.D.4; VPA.1.3.8.D.CS5; VPA.1.3.8.D.5  
VPA.1.3.8.D.CS6; VPA.1.3.8.D.6  
VPA.1.4.8.A.CS1; VPA.1.4.8.A.1; VPA.1.4.8.A.CS2; VPA.1.4.8.A.2; VPA.1.4.8.A.CS3;  
VPA.1.4.8.A.3; VPA.1.4.8.A.CS4; VPA.1.4.8.A.4; VPA.1.4.8.A.CS5; VPA.1.4.8.A.5;  
VPA.1.4.8.A.CS6; VPA.1.4.8.A.6; VPA.1.4.8.A.CS7; VPA.1.4.8.A.7  
NCA VA:Pr4.1, VA:Pr5.1, VA:Pr6.1

### Learning Activities & Key Concepts and Skills

- Prepare and present individual and collaborative artwork for studio critiques and/or public display with accompanying artist statements and/or exhibition narratives.
- Utilize studio exercises such as a “Gallery Walk” to receive peer and artist/teacher feedback that can direct work toward a clear communication of message, mood, or intention.
- Analyze form, function, craftsmanship, and originality in singular works of art, collaborative art, and in exhibition collections.
- Develop and apply criteria for evaluating how exhibited work may influence ideas, beliefs, and experiences.
- Respectfully consider multiple viewpoints, such as personal, peer artists’, artist/teacher’s, community members’, etc., during exhibition selection and installation processes.

### Assessments

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### **Formative:**

- Visual journals
- Process-based activities and check points
- Guided discussions
- Google classroom posts and online discussions
- Collaborative narratives

### **Summative:**

- Artist Statements
- Project presentation
- Reflection

### **Alternative:**

- Portfolios

## Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal.

CRP.2 Students apply appropriate academic and technical skills to produce works of art that demonstrate mastery of visual art standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes i.e. artist statement, critique, etc.

CRP.6 Demonstrate creativity and innovation in choice of media and application of skill in creating works of art.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing artwork.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

## 21st Century Skills

Through the process presenting art, students work toward mastery of **CAEP 9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Interdisciplinary Connections

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### **Language Arts**

In this unit, students develop mastery of **LA.8.W.8.2** by writing informative/explanatory texts across modalities that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students present work in various contexts.

### **Technology Integration**

- Students develop mastery of technology skills aligned with **TECH 8.1.5** which states that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides) as well as using the internet to access information in preparation to present their work
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research
- Students will use Google sites to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

Time Frame	2 weeks, ongoing
<b>Topic</b>	
<b>Responding to Art</b>	
<b>Essential Questions</b>	
How do life experiences influence the way you relate to art?	
Where and how do we encounter images in our world?	
What is the value of engaging in the process of art criticism?	

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How can the viewer “read” a work of art as text?  
How is a personal preference different from a criteria-driven evaluation?

### Enduring Understandings

Individual aesthetic and empathetic awareness developed through art criticism can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

“I can understand and evaluate how the arts convey meaning.”

### Alignment to Standards

VPA.1.1.8.D.CS1; VPA.1.1.8.D.1; VPA.1.1.8.D.CS2; VPA.1.1.8.D.2  
VPA.1.2.8.A.CS1; VPA.1.2.8.A.1; VPA.1.2.8.A.CS2; VPA.1.2.8.A.2; VPA.1.2.8.A.CS3;  
VPA.1.2.8.A.3  
VPA.1.3.8.D.CS3, VPA.1.3.8.D.CS5, VPA.1.3.8.D.5  
VPA.1.4.8.A.CS1, VPA.1.4.8.A.CS4, VPA.1.4.8.A.CS5, VPA.1.4.8.A.CS6,  
VPA.1.4.8.A.CS7,  
VPA.1.4.8.B.CS1; VPA.1.4.8.B.1; VPA.1.4.8.B.CS2; VPA.1.4.8.B.2; VPA.1.4.8.B.CS3;  
VPA.1.4.8.B.3  
VA:Re7.1, VA:Re7.2, VA:Re8.1, VA:Re9.1

### Learning Activities & Key Concepts and Skills

- Utilize effective art criticism tools such as: Visible Thinking Routines, Visual Thinking Strategies, the Feldman Method, etc., to practice visual literacy and fluency.
- Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, style, and use of media to identify ideas and mood conveyed.
- Create a convincing and logical argument to support an evaluation of art.
- Perceive and analyze artistic work.

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- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

### Assessments

#### **Formative:**

- Google classroom posts
- Journals
- Guided discussions
- Individual and corporate critiques
- Group narratives

#### **Summative:**

- Critiques
- Self-reflection

#### **Alternative:**

- Portfolio

### Career Education

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### 21st Century Skills

Through the process of responding to art, students work toward mastery of **CAEP 9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Interdisciplinary Connections

#### **Language Arts**

Students will develop mastery of **LA.8.W.8.4** by producing clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Students will develop mastery of **LA.8.W.8.7** when conducting short research projects to answer questions about art, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Students will develop mastery of **LA.8.W.8.8** during art based research projects by gathering relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Students will develop mastery of **LA.8.SL.8.1** by engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when responding and connecting to art.

### Technology Integration

- In developing responses and connections to art, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research

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- Students will use Google sites to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

Time Frame	2 weeks, ongoing
<b>Topic</b>	
<b>Connecting to Art</b>	
<b>Essential Questions</b>	
How do people contribute understanding of their lives and the lives of their communities through artmaking?	
How does art help us understand the lives of people of different times, places and cultures?	
How is art used to impact the views of a society?	
How does art preserve aspects of life?	
<b>Enduring Understandings</b>	
Through artmaking and art analysis people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	
“I can relate artistic ideas and work with personal meaning and external context.”	
<b>Alignment to Standards</b>	
VPA.1.1.8.D.CS1; VPA.1.1.8.D.1; VPA.1.1.8.D.CS2; VPA.1.1.8.D.2 VPA.1.2.8.A.CS3, VPA.1.2.8.A.3 VPA.1.3.8.D.CS3, VPA.1.3.8.D.3, VPA.1.3.8.D.CS5, VPA.1.3.8.D.5, VPA.1.4.8.A.CS1; VPA.1.4.8.A.1; VPA.1.4.8.A.CS2; VPA.1.4.8.A.2; VPA.1.4.8.A.CS3; VPA.1.4.8.A.3; VPA.1.4.8.A.CS4; VPA.1.4.8.A.4; VPA.1.4.8.A.CS5; VPA.1.4.8.A.5; VPA.1.4.8.A.CS6; VPA.1.4.8.A.6; VPA.1.4.8.A.CS7; VPA.1.4.8.A.7 VPA.1.4.8.B.CS1; VPA.1.4.8.B.1; VPA.1.4.8.B.CS2; VPA.1.4.8.B.2; VPA.1.4.8.B.CS3; VPA.1.4.8.B.3	

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VA:Cn10, VA:Cn11

### Learning Activities & Key Concepts and Skills

- Make and analyze art individually and collaboratively to explore and reinforce universal human themes.
- Identify connections between personal ideas and work and those of other artists, both peer and professional.
- Extract meaning from the works of others in order to enrich personal artistic processes and works.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### Assessments

#### **Formative:**

- Google classroom posts
- Journals
- Guided discussions
- Individual and corporate critiques
- Group narratives

#### **Summative:**

- Critiques
- Self-reflection

#### **Benchmark:**

- Objective assessment, art analysis and/or critique

#### **Alternative:**

- Portfolio

Career Education

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## 21st Century Skills

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## Interdisciplinary Connections

### Language Arts

- Students will develop mastery of **LA.8.W.8.4** by producing clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- Students will develop mastery of **LA.8.W.8.7** when conducting short research projects to answer questions about art, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Students will develop mastery of **LA.8.W.8.8** during art based research projects by gathering relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Students will develop mastery of **LA.8.SL.8.1** by engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when responding and connecting to art.

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### Technology Integration

- In developing responses and connections to art, students will develop mastery of anchor standard **TECH.8.1.5** which states, all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research
- Students will use Google sites to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

### Artmaking Snapshot

Week	Marking Period 1
1	Intermediate Drawing Realistic Rendering from Observation <ul style="list-style-type: none"><li>• Collaborative Contour Work and Installation</li><li>• Introduction to the Visual Art Journal &amp; Portfolio</li><li>• Benchmark assessment</li></ul>
2	Intermediate Drawing Realistic Rendering from Observation <ul style="list-style-type: none"><li>• Collaborative Contour Work and Installation</li><li>• Introduction to the Visual Art Journal &amp; Portfolio</li></ul>
3	Discovering Intent and Meaning in Artistic Work
4	Identifying and Applying the Elements and Principles of Art & Design in 2D Compositions <ul style="list-style-type: none"><li>• Visual Literacy and use of Symbolic Language/Imagery</li></ul>
5	Symbolic Imagery & Communication of Personal Ideas <ul style="list-style-type: none"><li>• 2D Investigation: idea focus and planning</li></ul>
6	Symbolic Imagery & Communication of Personal Ideas (cont.)

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	<ul style="list-style-type: none"> <li>• 2D Investigation: continue creative process and refine artistic techniques</li> </ul>
7	Illusion of Form, Space and Place • 2D Investigation: idea focus and planning • 2D Investigation: initiate creative process
8	Illusion of Form, Space and Place (cont.) • 2D Investigation: continue creative process and refine artistic techniques
9	Illusion of Form, Space and Place (cont.) • 2D Investigation: prepare work for presentation • 2D Investigation: examine and reflect
10	Exploratory Three-Dimensional Design • Identifying and Applying the Elements and Principles of Art & Design in 3D Art • Exploration of Form and Function • Traditional & Contemporary Media and Construction Techniques Portfolio Review and Critique #1
<b>Week</b>	<b>Marking Period 2</b>
11	Exploratory Three Dimensional Design (cont.) • 3D Investigation: continue creative process and refine artistic techniques
12	Exploratory Three Dimensional Design (cont.) • 3D Investigation: prepare work for presentation • 3D Investigation: examine and reflect on personal and peer artists' work
13	Portraiture • Maintaining Accurate Proportion with Scale Changes (i.e. with a grid) • Styles, Media and Purpose in Historical and Contemporary Art Portraits
14	Portraiture • Portrait Investigation: idea focus & planning • Portrait Investigation: initiate creative process
15	Portraiture (cont.) • Portrait Investigation: continue creative process and refine artistic techniques
16	Portraiture (cont.) • Portrait Investigation: prepare work for presentation • Portrait Investigation: examine and reflect on personal and peer artists' work
17	Portraiture (cont.)

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	<ul style="list-style-type: none"> <li>• Portrait Investigation: prepare work for presentation</li> <li>• Portrait Investigation: examine and reflect on personal and peer artists' work</li> </ul>
18	Independent Final Artmaking <ul style="list-style-type: none"> <li>• Collaborative Examination of Contemporary 2D &amp; 3D Artmaking Practices</li> <li>• Identification of Theme and Meaning in Contemporary Art</li> <li>• Independent Artmaking Investigation: idea focus and planning</li> </ul>
19	Independent Final Artmaking (cont.) <ul style="list-style-type: none"> <li>• initiate creative process</li> </ul>
20	Independent Final Investigation (cont.) <ul style="list-style-type: none"> <li>• prepare work for presentation</li> <li>• Independent Artmaking Investigation: examine and reflect on personal and peer artists' work</li> <li>Portfolio Review and Critique #2</li> <li>• Benchmark assessment</li> </ul>

### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments

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# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

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- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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