

Mendham Township Middle School
ART Curriculum 2019

ART	grade 5 / 2 projects per course
Project	Elements of Art (all) <i>Collage in the Islamic Style</i>
Essential Questions	What makes collage different from other kinds of art works? What are the common characteristics of Islamic art?
NJSLS	135D1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 135D4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
Skills/Proficiencies	Students will create collages in the manner of Islamic miniatures. Describe, analyze, interpret, and judge their own collages. Students will become more proficient in the harmonious combining of pattern, texture and color.
L Assessments/ Performance Indicators	Self assessment sheet Teacher critique Finished project ready for display Technology Integration: 8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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ART Curriculum 2019

ART	grade 5 / 2 projects per course
Project	<p>Elements of Art (all) <i>Mask with Symmetrical Balance</i></p> <p>Interdisciplinary Connection: Classify two-dimensional figures Math – 5G3</p>
Essential Questions	How can you use an element of art to create a mask?
NJSLS	<p>115D1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>125A1 Recognize works of dance, music, theatre and visual art as a reflection of societal values and beliefs.</p> <p>125A2 Relate common artistic elements that define distinctive art genres in dance, music, theatre and visual art.</p> <p>125A3 Determine the impact of significant contributions of individual artists in dance, music, theatre and visual art from diverse cultures throughout history.</p> <p>135D1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>135D2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>135D3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>135D4 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>135D5</p>

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	<p>Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>145A1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>145A2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>145A3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>145B1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>145B2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>145B3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>145B4 Define technical proficiency, using the elements of the arts and principles of design.</p>
Skills/Proficiencies	<p>Students will work neatly and with craftsmanship in the process of clay construction.</p> <p>Design and make a mask using formal balance and geometric form.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p> <p>Technology Integration: 8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p>
Resource Materials	<p>Examples of Yaware, Indian and European masks</p>

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ART	grade 5 / 2 projects per course
Project	Animals in Art <i>Australian Aboriginal totem</i>
Essential Question	Why do animals fascinate artists as subject matter? How is a totem different than a mascot?
NJSLS	<p>115D1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>125A1 Recognize works of dance, music, theatre and visual art as a reflection of societal values and beliefs.</p> <p>125A2 Relate common artistic elements that define distinctive art genres in dance, music, theatre and visual art.</p> <p>125A3 Determine the impact of significant contributions of individual artists in dance, music, theatre and visual art from diverse cultures throughout history.</p> <p>135D1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>135D2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>135D3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>135D4 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p>

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	<p>135D5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>145A1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>145A2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>145A3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>145B1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>145B2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>145B3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>145B4 Define technical proficiency, using the elements of the arts and principles of design.</p>
Skills/Proficiencies	<p>Students will be able to understand the importance of a totem to aboriginal people.</p> <p>Create a totem that relates to their character and personality.</p> <p>Describe, analyze, interpret and judge their totems.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p>
Resource Materials	<p>Examples of totems from around the world.</p> <p>Examples of aboriginal art.</p>

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ART	grade 5 / 2 projects per course
Project	Animals in Art <i>Sea Creatures</i>
Essential Question	Why do animals fascinate artists as subject matter?
NJSLS	<p>115D1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>125A1 Recognize works of dance, music, theatre and visual art as a reflection of societal values and beliefs.</p> <p>125A2 Relate common artistic elements that define distinctive art genres in dance, music, theatre and visual art.</p> <p>125A3 Determine the impact of significant contributions of individual artists in dance, music, theatre and visual art from diverse cultures throughout history.</p> <p>135D1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>135D2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>135D3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>135D4 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>135D5</p>

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	<p>Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>145A1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>145A2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>145A3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>145B1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>145B2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>145B3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>145B4 Define technical proficiency, using the elements of the arts and principles of design.</p>
Skills/Proficiencies	<p>Students will be able to recognize porcelain as a high quality form of pottery.</p> <p>Understand the technique of appliqué as an art form.</p> <p>Make a fish collage out of construction paper.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p>
Resource Materials	<p>Examples of Chinese renaissance art</p> <p>Examples of fabric collages</p>

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ART	grade 6 / 2 projects per course
Project	<p>Elements of Art (all)</p> <p>Art Through the Ages</p> <p><i>Using Abstraction in Art</i></p>
Essential Question	How can you draw, color and construct an abstract image which encodes a private vocabulary?
NJSLS	<p>128A2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>128A3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>
Skills/Proficiencies	<p>Students will be able to draw, color and construct an abstract image which encodes a private vocabulary.</p> <p>Students will be able to describe, analyze, interpret and judge their abstract sculpture.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p>
Resource Materials	<p>Examples of E. Murray's work</p> <p>Examples of traditional painting</p>

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ART	grade 6 / 2 projects per course
Project	<p>Elements of Art (all) Art Through the Ages</p> <p><i>Egyptian Tomb Painting</i></p>
Essential Question	How can you design, and create an Egyptian tomb painting of an historical figure?
NJSLS	<p>128A2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>128A3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>
Skills/Proficiencies	<p>Students will be able to define the term hieroglyphics.</p> <p>Students will be able to develop specific criteria to assess and critique one another's tomb painting.</p> <p>Students will become more proficient at painting.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet Teacher critique Finished project ready for display</p> <p>Technology Integration: 8.1.8.A.1 - Demonstrate knowledge of a real-world problem using digital tools.</p>
Resource Materials	Examples of Egyptian art.

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ART	grade 6 / 2 projects per course
Project	<p>Elements of Art (all)</p> <p><i>African Relief Sculpture</i></p>
Essential Question	<ul style="list-style-type: none"> • How can you design and create an abstract sculpture that is both modern and ancient? • What are the similarities and differences between African and European sculpture?
NJSLS	<p>128A2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>128A3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>
Skills/Proficiencies	<p>Students will make a sculpture that includes all the shapes identified in their original drawing.</p> <p>Student's figure will have formal balance.</p> <p>Students design will show features of the face and decorations as patterns of line on the surface of the sculpture.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p>
Resource Materials	<p>Examples of Africa and European sculpture</p> <p>Examples of Pablo Picasso's portraits</p>

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ART	grade 6 / 2 projects per course
Project	<p>Elements of Art (all) <i>Architectural Design</i></p> <p>Interdisciplinary Connections: Represent three-dimensional figures using nets Math: 6G4</p>
Essential Question	<ul style="list-style-type: none"> • How can you design and create a design for a house that is aware of both modern and ancient traditions? • What are the similarities and differences between different styles of buildings around the world?
NJSLS	<p>118D1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>118D2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p>128A1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>128A2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>128A3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>128A3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>138D5 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.</p> <p>148A3 Distinguish among artistic styles, trends, and movements in dance, music,</p>

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	<p>theatre, and visual art within diverse cultures and historical eras.</p> <p>148B3</p> <p>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>
Skills/Proficiencies	<p>Students will design a house using a triangle and t-square.</p> <p>Students will define elevation and face.</p> <p>Students will identify characteristics of the Victorian architectural style.</p> <p>Students will develop specific criteria to assess and critique their house elevations.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p> <p>Technology Integration: 8.1.8.A.1 - Demonstrate knowledge of a real-world problem using digital tools.</p>
Resource Materials	<p>Examples of houses from around the world.</p>

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ART	grade 7 / 2 projects per course
Project	Clay Modeling <i>Van Gogh Clay Plaque</i> Interdisciplinary Connections: Describe the two-dimensional figures Math:7G3
Essential Questions	<ul style="list-style-type: none"> • What are the unique qualities in different art forms? • What skills are involved in creating 3-D art? • What expressive qualities can be found in art?
NJSLS	128A3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 138D3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Skills/Proficiencies	Students will discover the importance of mark making and color in setting the mood of an artwork. Learn the importance and features of impressionist paintings Students will become proficient in basic carving.
Assessments/ Performance Indicators	Self assessment sheet Teacher critique Finished project ready for display Technology Integration: 8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.
Resource Materials	Examples of Van Gogh paintings Examples of post-impressionist paintings Examples of French realist paintings

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ART	grade 7 / 2 projects per course
Project	Clay Modeling <i>Shallow Relief Plaque / Animals in Their Natural Environment</i>
Essential Questions	<ul style="list-style-type: none"> • What are the unique qualities in different art forms? • What skills are involved in creating 3-D, textural art?
NJSLS	<p>138D2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>138D4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>148A7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>148B1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>
Skills/Proficiencies	<p>Students will discover the importance of mark making and color in setting the mood of an artwork.</p> <p>Students will become proficient in basic carving.</p> <p>Students will be able to define the term shallow relief sculpture</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p> <p>Technology Integration: 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p>
Resource Materials	<p>Examples of shallow relief sculpture</p> <p>Animal books</p>

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ART	grade 7 / 2 projects per course
Project	Element of Art - Color <i>Creative Color Wheel</i>
Essential Questions	What are the primary, secondary and intermediate colors and how do you mix them in paint? What is a design concept?
NJSLS	138D1 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). 148A7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. 148B1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
Skills/Proficiencies	Students will be able to solve a design challenge in a unique fashion incorporating all of the rules of the design challenge. Students will know how colors are created.
Assessments/ Performance Indicators	Self assessment sheet Teacher critique Finished project ready for display
Resource Materials	Examples of student color wheels. Advertisements that use color wheel information as a design skeleton.

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ART	grade 7 / 2 projects per course
Project	Fiber Crafts <i>Yarn Weavings</i>
Essential Question	What are the contributions to art made by Native American cultures?
NJSLS	148B1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. 148B2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Skills/Proficiencies	Students will be able to explain how they created a loom using wire hangers Students will be able to use different weaving techniques. Students will be able to use colors to communicate a certain mood to viewers. Students will be able to determine whether their work succeeds.
Assessments/ Performance Indicators	Self assessment sheet Teacher critique Finished project ready for display Technology Integration: 8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
Resource Materials	Examples of woven Native American rugs and blankets. Previous student weavings.

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ART	grade 8 / 2 projects per course
Project	<p>20th + 21st century design <i>Masking Tape Masterpiece</i></p> <p>Interdisciplinary Connections: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects Math: 8G6</p>
Essential Question	How and why do artists connect everyday consumable products to visual art and create things of value from them?
NJSLS	<p>138D1 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>138D3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> <p>138D6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>148A4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>148A5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>148A6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>148B2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>
Skills/Proficiencies	Students will be able to create non-objective art based on the design

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	<p>elements of line, color, balance and movement.</p> <p>Become more proficient using hobby knives and scissors</p>
<p>Assessments/ Performance Indicators</p>	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p> <p>Technology Integration:</p> <p>8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>
<p>Resource Materials</p>	<p>Example of post modern and op-art paintings: Mondrian, Ad Reinhart, Jessica Stockholder.</p> <p>Previous student work.</p>

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ART	grade 8 / 2 projects per course
Project	20 th + 21 st century design <i>Capturing Movement – Make Your Own Optical Art</i>
Essential Question	How do current events shape the art that is made by a society?
NJSLS	<p>138D3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> <p>138D6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>148A4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>148A5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>148A6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>148B2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>128D1</p>
Skills/Proficiencies	<p>Students will be able to create an abstract op-art drawing by manipulating geometric shapes.</p> <p>Students will become more proficient using ink and brush.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p> <p>Technology Integration: 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p>
Resource Materials	Example of op-art: Bridget Riley

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	Previous student work.
ART	Grade 8 / 2 projects per course
Project	<p>Legacy Project</p> <p><i>Art work whose display is as a group that represents the current 8th grade. Project changes every year.</i></p>
Essential Questions	<ul style="list-style-type: none"> • What are the unique qualities in different art forms? • How is the creation of art driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement? • What are some of the themes that exist in art across historical eras and cultures? • What expressive qualities can be found in art?
NJSLS	<p>128A2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>138D2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>138D6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>148A7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>148B1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>
Skills/Proficiencies	<p>Students will be able to integrate planning and problem solving into their creative thinking by creating given project.</p> <p>Students will be able to demonstrate craftsmanship in creating given project.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p>
Resource Materials	Examples of similar projects made throughout history.

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ART	All grades / 2 projects per course
Project	Clay Modeling <i>Wheel Thrown and Hand Built Pots</i>
Essential Questions	<ul style="list-style-type: none"> • What are the unique qualities in different art forms? • What skills are involved in creating 3-D art? • What expressive qualities can be found in art?
NJSLS	<p>135D5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>148A2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>145B5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>
Skills/Proficiencies	<p>Students will be able to integrate planning and problem solving into their creative thinking by designing and building a pot.</p> <p>Students will be able to combine hand building and wheel techniques.</p> <p>Students will be able to demonstrate craftsmanship in forming and decorating vessels.</p>
Assessments/ Performance Indicators	<p>Self assessment sheet</p> <p>Teacher critique</p> <p>Finished project ready for display</p>
Resource Materials	Examples of wheel thrown and hand built pots

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Appendix
2019 Art Curriculum

The following pages provide additional information and exemplars related to the 2019 Art Curriculum, which is based off of the 2009 NJSLS.

Pacing: Each course requires that students complete two projects that take equal time to complete. Typically, MTMS students in grades 5 – 8 participate in a trimester art class for approximately 103 minutes per week (total 10 weeks).

Technology Integration and related NJSLS Standards are embedded in appropriate units above.

Integrating Career Ready Practices

CRP1 - Act as a responsible and contributing citizen and employee.

CRP2 - Apply appropriate academic and technical skills.

CRP4 - Communicate clearly and effectively and with reason.

CRP5 - Consider the environmental, social and economic impacts of decisions.

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.

CRP11 - Use technology to enhance productivity.

CRP12 - Work productively in teams while using cultural global competence

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8th Grade

Legacy Project: Classroom Chihuly

In the last decade, colorful formed glass has exploded in popularity with the advance of techniques perfected by artists such as Dale Chihuly. Students will learn about the art of Chihuly, examine his materials and processes and created their own works. This project gives students an opportunity to enjoy creating a random organic form with color and transparency similar to actual glass.

Students will intentionally take advantage of the qualities and characteristics of the materials, techniques and process necessary for this project to enhance communication of their experience and ideas.

Students will create a sculpture based on their figurative and abstract sketches.

NJ - Core Curriculum Content Standards

118D2	138D3
125A3	138D5
128A1	138D6



Mendham Township Middle School

ART Curriculum 2019

8th Grade

Legacy Project: Chuck Close - Mosaic Drawing

Students will show an understanding and awareness of the work of Chuck Close. They will understand how an artist gets ideas.

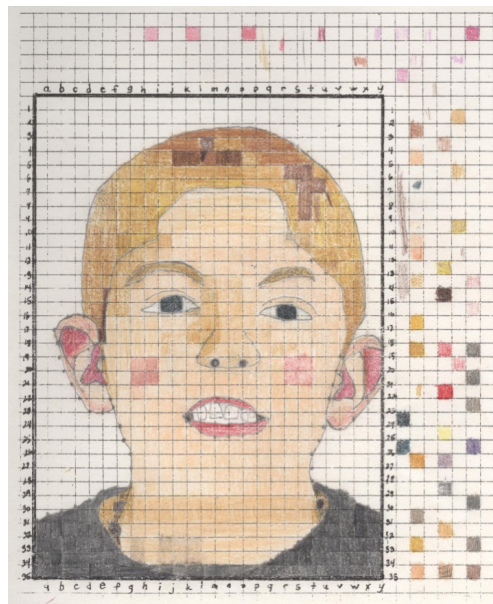
Students will use a grid to create a drawing.

Students will recognize values and create values using line, pattern and simulated textures. They will develop contrast through values.

Students will be encouraged to concentrate on the value of a square in the photograph and replicate the value in the corresponding square in the drawing. Those who will be most successful will be able to "see" the value and not get lost in line or object. In this way, it will become an exercise in seeing and perception. Students are encouraged to make each grid a small "work of art."

NJ - Core Curriculum Content Standards

118D2	138D3	148A7
125A3	138D5	148B1
135D1	148A6	



Mendham Township Middle School

ART Curriculum 2019

7th Grade

Van Gogh Clay Plaque

This lesson begins by focusing on line and texture as students sculpt a flat slab of clay defining a post impressionist landscape, still life or portrait.

Once the clay has been fired students will paint or glaze the piece using a palette of colors inspired by Van Gogh. The texture that has been carved into the clay serves as a guide for applying brushstrokes, making it easier for them to understand the expressiveness of unblended colors.

Students will employ the post-impressionist use of placing complementary colors next to each other to enhance the colors inherent dynamism.

Van Gogh's life and the post-impressionist movement will be explored through his work.

Students will be able to analyze his paintings in terms of expressive and arbitrary color, expressive mark making and contextual cues. They will begin to "read" a painting much as an art historian does.

During the trimester long lesson students will learn how to draw using the shortened, semi-graphic, post-impressionist style of Van Gogh.

NJ - Core Curriculum Content Standards

118D2	138D2	148A4
125A3	138D3	148A5
135D1	148A3	148B1



Mendham Township Middle School

ART Curriculum 2019

7th Grade

Animals in Their Natural Environment: Shallow Relief Plaque

A relief is a type of sculpture in which forms and figures project out only from the front. With an animal as subject matter, students will study composition, emphasizing space, depth, and the concepts of foreground, middleground, and background. They will then apply this information to clay modeling through overlapping shapes, size of shapes and color choice in glazing stage.

Texture is the element of art that refers to how things feel or look as though they might feel, if touched. Students will use a variety of tools to simulate the texture of their animal's skin and its environment.

Students will write a paragraph comparing photographs of shallow relief sculpture.

NJ - Core Curriculum Content Standards

135D1 138D6

138D1 148B3



Mendham Township Middle School

ART Curriculum 2019

6th Grade

Architecture Studio

What is a home? In the Architecture Studio students will have an overview of American homes from the 1600's to the present. They will focus on the Victorian house (1840 - 1900) where different styles emerged: Italianate, Second Empire, Gothic, Queen Anne, Romanesque, and many others.

Where do people live in the U.S. and why is population distribution important to architecture? Students will examine how where we live shapes how we live. Factors that influence the architecture of housing include:

- climate, landscape, and available materials
- cultural traditions and local building practices
- economic factors and social patterns
- technological advances

Students make an elevation of a house of their own design.

Students will learn to draw a house in two-point perspective or linear perspective using a triangle and t-square. Linear perspective is a tool that allows for the representation of space so as to give the illusion of depth and distance.

NJ - Core Curriculum Content Standards

118D2	135D1	148A2
128A1	138D1	148B3
128A3	138D5	



Mendham Township Middle School

ART Curriculum 2019

6th Grade

Egyptian Tomb Painting

Hieroglyphics are the symbols or pictures of the ancient Egyptian writing system. This lesson asks students to create a tomb painting of an historical figure using visual symbols that help define the person's identity.

Students will learn what the Egyptian beliefs were about life after death, the powers of the gods, and that the role of the king was communicated visually in forms of art understood by all Egyptians.

Students will recognize what looks Egyptian about Egyptian art.

- Idealized, balanced forms
- Use of valuable and durable materials
- Keenly observed naturalistic details

Students will understand how particular art forms reflect the values, beliefs and world views of particular cultures.

NJ - Core Curriculum Content Standards

115D1 135D1

118D1 148A1



Mendham Township Middle School

ART Curriculum 2019

5th Grade Art

Art Star Guitar

Students will make a sculpture of a guitar using cardboard. The class will look at the work of artist Chris Gilmour, who recreates objects and machines from our everyday lives using only packing cardboard and glue. Previous student examples will also be shown.

To create the pieces of cardboard necessary to assemble into a guitar students start with preparatory drawings. They concentrate on proportion, shape and alignment.

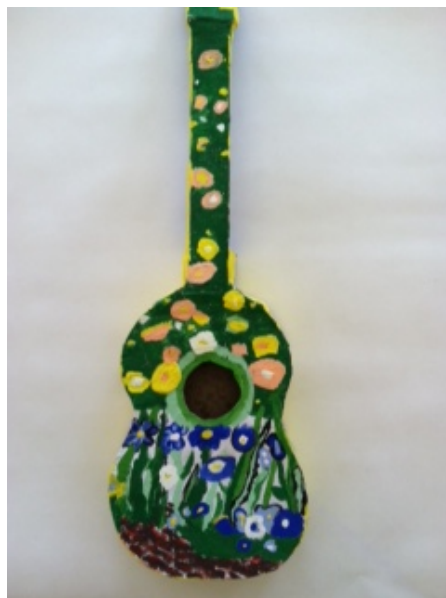
Students will implement the techniques used for working with cardboard and papier mache demonstrated by the teacher.

The assembled guitar will be painted in the manner of a famous artist.

Students will complete a written self-assessment of their piece.

NJ - Core Curriculum Content Standards

118D2	135D1	135D4	145B3
128A2	135D2	135D5	
128A3	135D3	145B2	



Mendham Township Middle School

ART Curriculum 2019

5th Grade

Mask with Symmetrical Balance

Students will create a ceramic mask with symmetrical balance.

Students will compare and contrast masks from different cultures associated with specific groups of people, geographic regions and time periods.

Students will speculate about these masks, i.e. who made it; what materials, techniques and skills were used; its intended purpose/audience; and how it was used. Discover how an object is similar in function but different in structure due to who made it, materials used, and how and when it was made. Identify the cultural clues found within art forms and events.

Students will implement the techniques used for working with clay demonstrated by teacher.

Students will complete a written self-assessment of their piece.

NJ - Core Curriculum Content Standards

118D1	128A3	135D5	148A2
118D2	135D1	145B2	
125A1	135D4	145B3	

