Grade 8 Art

Unit Title: Symbolism and Meaning in Art - Eighth Grade
Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.
Performance Expectations:
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.
Performance Expectations:
1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.
Performance Expectations:
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.
Performance Expectations:
1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Performance Expectations:
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.
Performance Expectations:
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Responding

Anchor Standard 7: Perceiving and analyzing products.
Performance Expectations:

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1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 8: Interpreting intent and meaning.
Performance Expectations:
1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Applying criteria to evaluate products.
Performance Expectations:
1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Connecting
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Performance Expectations:
1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Performance Expectations:
1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

2020 1.2 Media Arts Standards
- **1.2.8.Pr6a:** Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- **1.2.8.Pr6b:** Analyze benefits and impacts from presenting media artworks.
- **1.2.8.Re7a:** Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- **1.2.8.Re7b:** Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

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9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Central Idea / Enduring Understanding:
- Symbols are images that represent something else.
- Art with meaning is art that has a story or message.
- Symbols have been used in art for thousands of years.
- Ancient writing used symbols (hieroglyphics).
- Symbols are found in formal and informal art today (museum works of art to logos).
- Cultural masks use symbols.
- There are widely known symbols and there are personal symbols.
- Artists use color, line, shape, symbols, and expression to show meaning in their art.

Essential/Guiding Question:
- What is a symbol?
- What are examples of symbols?
- What are the different ways that artists show meaning in their artwork?
- How do artists get ideas for their artwork?
- Do artists make their own symbols?
- How long have symbols been used in art?
- What are hieroglyphics?
- Are emojis symbols?
- How do different cultures use masks as symbols?
- What are some culture specific symbols?
- How can symbols be used today in art to convey a message?
- How can we use technology to help us with our art?

Content:
- Symbols
- Hieroglyphics vs Emojis
- Art with a message/meaning
- Masks
- Color meaning
- Line and shape meaning

Skills(Objectives):
- I can explain what symbols are.
- Analyze the use of symbols throughout time and culture.
- Recognize that cultures use symbols in masks.
- Be inspired by symbols created by artists and cultures.
- Recognize how our current culture uses symbols.
- Identify symbols in everyday life.
- Create a mask that symbolizes something to me and has meaning.
- Create a work of art that has meaning and conveys a message.
- Use technology appropriately to create my artwork.
- Be mindful of copyrights and cultural appropriation.

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Interdisciplinary Connections
Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.

Stage 2: Assessment Evidence

Performance Task(s):
- Project-based assessments
- Participation

Other Evidence:
- Teacher observation
- Teacher-student discussions
- Student self-assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Introduction to Symbols
- Discuss what symbols are and list examples.
- Observe hieroglyphics and discuss how they are symbols.
- Observe emojis and compare them to hieroglyphics.
- Examine how color, line, and shape are used in symbols and what meanings they may convey.
- Create a personal symbol using color, line, and shape.

Mask with a Meaning
- Observe masks made by different cultures.
- Discuss how some masks convey meaning.
- Identify symbols and meanings found in the shapes, lines, and colors found on some masks.
- Discuss cultural appropriation.
- Brainstorm ideas for a mask.
- Use technology and personal experience to develop an idea for the mask.
- Create a mask that has symbolism and meaning.
- Class critique
- Student self assessment.

Art with a Message
- Look at artwork that conveys a message.
- Identify symbols and other things that work towards conveying meaning in works of art.
- Brainstorm a message to convey to a viewer.
- Discuss how artists generate their ideas.
- Use technology and personal experience to develop an idea.
- Create a work of art that has a message.
- Class critique

Suggested Resources:

1.1
- Pencil, colored pencil, eraser, crayon, markers
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.2
- Pencil, colored pencil, eraser, permanent markers, sheet metal (foil), paper mache, plaster wrap, mask molds, paint, paint supplies
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.3
- Colored pencils, pencils, erasers, crayons, oil pastel, pastels, watercolors, paint, paint supplies
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

LGBT and Disabilities Law Resources:

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• Student self assessment	

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Unit Title: Balance - Eighth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating
Anchor Standard 1: Generating and conceptualizing ideas.
Performance Expectations:

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1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.
Performance Expectations:
1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.
Performance Expectations:
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Presenting
Anchor Standard 4: Selecting, analyzing and interpreting work.
Performance Expectations:
1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Performance Expectations:
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.
Performance Expectations:
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Responding
Anchor Standard 7: Perceiving and analyzing products.
Performance Expectations:
1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 8: Interpreting intent and meaning.
Performance Expectations:
1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Applying criteria to evaluate products.

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Performance Expectations:
1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Connecting
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Performance Expectations:
1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Performance Expectations:
1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

2020 1.2 Media Arts Standards
- **1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- **1.2.8.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- **1.2.8.Cn10a:** Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
- **1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

Central Idea / Enduring Understanding:	Essential/Guiding Question:
- Balance is a principle of art. - Balance is created in art by arranging objects, color, texture and space in a way that makes the art feel stable. - Symmetry, approximate symmetry, radial symmetry, and asymmetry are types of balance.	- What is the balance? - How do artists use balance in art? - Where do you notice balance occurring naturally around you? - What is symmetry?

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- Symmetry is created when two halves of an object/artwork mirror each other.
- Approximate symmetry is much like symmetry but it is not perfect. There are small differences between each side.
- Radial symmetry is created when a design reflects itself on multiple axises.
- Asymmetry does not have reflection, but it does balance objects. The sides of the artwork have similar visual weights.
- Image transfer is a way to create a copy of an image without having to draw it all over. It allows for the image to be more exact.

- If I create a drawing that has symmetry but do not reflect the colors with symmetry, is my image still symmetric?
- What is approximate symmetry?
- What is radial balance?
- What is radial symmetry?
- What is asymmetry?
- What methods can I use to create an image with symmetry and radial symmetry?
- How can I transfer an image?
- What artists use symmetry, approximate symmetry, or radial symmetry?
- How do artists overcome struggles when trying something new?
- How can we use technology to help us with our art?

Content:
- Balance
- Symmetry
- Approximate symmetry
- Radial balance
- Radial symmetry
- Asymmetry
- Image transfer

Skills(Objectives):
- I can explain why artists use balance.
- Analyze the use of different types of balance in artists' work throughout history.
- Recognize the differences between symmetry, approximate symmetry, radial symmetry, and asymmetry.
- Create artwork with symmetry.
- Create artwork with approximate symmetry.
- Create artwork with radial symmetry.
- Use image transfer methods.
- Be inspired by other artists and their work.

Interdisciplinary Connections
Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.

Stage 2: Assessment Evidence

Performance Task(s):
- Project-based assessments
- Participation

Other Evidence:
- Teacher observation
- Teacher-student discussions
- Student self-assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:
Balance and Symmetry
- Explain the definition of balance.

Suggested Resources:
1.1

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- Explain and identify symmetry, approximate symmetry, radial balance, radial symmetry, and asymmetry.
- Observe artwork with symmetry and approximate symmetry.
- Recognize the difference between symmetry and approximate symmetry.
- Learn how to transfer an image.
- Create artwork with symmetry.
- Student self assessment.

Approximate Symmetry
- Review approximate symmetry.
- Observe artwork with approximate symmetry.
- Brainstorm ideas for a drawing that uses approximate symmetry.
- Identify ways that artists generate their ideas.
- Gather ideas from the world and resources to influence the drawing.
- Create a drawing with approximate symmetry.
- Maintain approximate symmetry by applying color/value correctly in the spaces. Each half should reflect itself almost completely, but have some small differences.
- Class critique
- Student self assessment

Radial Symmetry
- Review all forms of balance: symmetry, approximate symmetry, radial balance, radial symmetry, and asymmetry.
- Observe objects and art with radial balance and radial symmetry.
- Identify the difference between radial balance and radial symmetry.
- Brainstorm an idea to repeat in the radial design.
- Gather ideas from the world and resources to influence the drawing.
- Create the image to be repeated.
- Use image transfer methods to repeat the image so that it creates a design with radial symmetry.
- Continue the radial symmetry in the application of color and value.
- Student self assessment

- Pencil, colored pencil, eraser, crayon, marker
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

1.2

- Pencil, colored pencil, eraser, crayons, markers, oil pastels,pastels, watercolors, paint, paint supplies
- Paper
- References/Internet/movies
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- Appropriate art blogs/websites
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1.3

- Colored pencils, pencils, erasers, crayons, markers
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials

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Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Unit Title: Digital Art - Eighth Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.
Performance Expectations:
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.
Performance Expectations:
1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

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1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.
Performance Expectations:
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

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Anchor Standard 4: Selecting, analyzing and interpreting work.
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Anchor Standard 6: Conveying meaning through art.
Performance Expectations:
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

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Anchor Standard 7: Perceiving and analyzing products.
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Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Performance Expectations:
1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

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Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Performance Expectations:
1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
2020 1.2 Media Arts Standards
- **1.2.8.Cn11a:** Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- **1.2.8.Cn11b:** Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).
- **1.2.8.Cn10a:** Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
- **1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

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9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Central Idea / Enduring Understanding:
- Digital art is art done on a computer.
- Digital art can be made with many different programs and apps.
- Digital art is used in almost all parts of our society (advertising, games, movies, social media…).
- Understanding how to work with a digital art program will prepare students for future possibilities in almost any career.
- Art programs have tools: brushes, pens, erasers, paint buckets, layers, select tools.
- Layers are used to overlap drawing information.
- Layers can be hidden and merged with other layers.
- Opacity levels can be adjusted to make something see through or solid.

Essential/Guiding Question:
- What is digital art?
- Where can we see digital art in our lives?
- What are some forms of digital art?
- What programs do we use already that are digital art programs?
- How do artists use digital art to create logos and designs that can be marketed (sold)?
- What is a layer and how do I create, delete, merge, and hide layers?
- What are the tools I can use to draw and how do I switch and adjust tools?
- What is opacity and how do I adjust it?
- How do I use the select tool?
- How do I copy and paste?
- How do I make shapes?

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● Select tools can be used to copy information and edit spaces without affecting other areas. ● Images can be imported and transformed with art programs. ● It is important to be mindful of copyrighted images and information. ● Portraits are pictures of people. ● Portraits do not have to be traditional or realistic. ● Stop Motion is created by making slides/frames that show small differences and when played in order show movement of objects.	● How do I use the paint bucket? ● How do I save my work? ● How do I share my work? ● How do I flip or alter shapes/images? ● How do I import a picture? ● What is a copyright? ● How do I find images that are not copyrighted? ● When is it okay to use copyrighted information? ● How can I use digital art in the future? ● How can I create a digital self portrait? ● How do I create a stop motion video?
Content: ● Digital Art ● Drawing Tools ● Color Swatch ● Paint Bucket ● Select Tools ● Import Pictures ● Altering shapes/images ● Layers: New, Delete, Merge, Hide ● Opacity ● Saving Work ● Send/Share ● Copyright ● Portrait & Self Portrait ● Stop Motion	**Skills(Objectives):** ● I can explain what digital art is. ● Recognize digital art in my life and the community. ● Create digital art. ● Use digital art to redesign an item (shoes, clothing, cars). ● Use tools within a digital art program: layers, select tools, paint bucket, drawing tools, color swatch, copy, paste, alter, import. ● Be inspired by other artists and their work. ● Be mindful of copyrighted material. ● Use a digital art program/app to create a self portrait that is non-traditional. ● Use google slides to create a stop motion video.

Interdisciplinary Connections
Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.

Stage 2: Assessment Evidence

Performance Task(s): ● Project-based assessments ● Participation	**Other Evidence:** ● Teacher observation ● Teacher-student discussions ● Student self-assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies: **Digital Art Introduction** ● Discuss digital art and where it can be found in our society. ● Observe a variety of digital art.	**Suggested Resources:** **1.1** ● Chromebook ● Drawing App: Sketchbook, Photoshop ● References/Internet/movies

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- Discuss how students make digital art through phone apps and social media. - Discuss the benefits of learning to work with a digital art program. - Create a drawing canvas in a digital art program. - Learn or review where all of the tools are in the digital art program. - Learn or review how to use all of the tools in the digital art program. - Experiment/explore the tools in the program. - Learn or review hot to save and send. **Digital Self Portrait** - Review how to use the drawing tools, color swatch, layers, shape tools, paint bucket, select too, import, and text. - Observe non-traditional portraits created by various artists. - Gather ideas from the world and resources to influence the digital artwork. - Import a self portrait photo and use the digital art program/app to create a non-traditional self portrait. - Class critique - Student self assessment. **Stop Motion** - Discuss stop motion. - Observe examples of stop motion. - Review how to use google slides: background, import images, adjust images. - Brainstorm an idea for a stop motion video. - Gather ideas from the world and resources to influence the digital artwork. - Use google slides to create a stop motion video. - Peer and class sharing. - Student self assessment.	- PowerPoint presentations - Appropriate art blogs/websites - SMART Board **1.2** - Chromebook - Drawing App: Sketchbook, Photoshop, Google - References/Internet/movies - PowerPoint presentations - Appropriate art blogs/websites - SMART Board **1.3** - Chromebook - Drawing App: Sketchbook, Photoshop, Google - References/Internet/movies - PowerPoint presentations - Appropriate art blogs/websites - SMART Board

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content Visual examples Provide Feedback Lesson Extension	Choice of Materials Visual examples Provide Feedback	Choice of Materials Visual examples Provide Feedback Flexible Grouping	Choice of Materials Visual examples Provide Feedback Flexible Grouping

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Independent Study Peer Assistant Role Helping Teacher	Flexible Grouping Whole Class Participation Guided Practice Reinforce content Additional Assignment When Finished Early	Whole Class Participation Guided Practice Reinforce content Modified Assessment Peer Assistance Reduced Workload Extended Time	Whole Class Participation Guided Practice Reinforce content Alternative Assessment Peer Assistance Reduced Workload Extended Time Individual Goal Setting Guided step-by-step Instructions Templates

Pacing Guide

Course Name	Resource	Standards
MP		
UNIT 1 Symbolism and Meaning in Art 8 days	**CHAPTERS** Unit Online Assessment:	**1.5.8.Cr1a** **1.5.8.Cr1b** **1.5.8.Cr2a** **1.5.8.Cr2b** **1.5.8.Cr2c** **1.5.8.Cr3a** **1.5.8.Pr4a** **1.5.8.Pr5a** **1.5.8.Re7a** **1.5.8.Re7b** **1.5.8.Re8a** **1.5.8.Re9a** **1.5.8.Cn10a** **1.5.8.Cn11a** **1.5.8.Cn11b**
MP		
UNIT 2 Balance 8 days	**CHAPTERS** Unit Online Assessment:	**1.5.8.Cr1a** **1.5.8.Cr1b** **1.5.8.Cr2a** **1.5.8.Cr2b** **1.5.8.Cr2c**

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		1.5.8.Cr3a **1.5.8.Pr4a** **1.5.8.Pr5a** **1.5.8.Pr6a** **1.5.8.Re7a** **1.5.8.Re7b** **1.5.8.Re8a** **1.5.8.Re9a** **1.5.8.Cn10a** **1.5.8.Cn11a** **1.5.8.Cn11b**
MP		
UNIT 3 Digital Art 7 days	**CHAPTERS** Unit Online Assessment:	**1.5.8.Cr1a** **1.5.8.Cr1b** **1.5.8.Cr2a** **1.5.8.Cr2b** **1.5.8.Cr2c** **1.5.8.Cr3a** **1.5.8.Pr4a** **1.5.8.Pr5a** **1.5.8.Pr6a** **1.5.8.Re7a** **1.5.8.Re7b** **1.5.8.Re8a** **1.5.8.Re9a** **1.5.8.Cn10a** **1.5.8.Cn11a** **1.5.8.Cn11b**