

**Quinton Township School
Art Grade 8
Pacing Chart/Curriculum MAP**

Marking Period:	1	Unit Title:	Working collaboratively. Social justice Art	Pacing:	10 weeks
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Unit Summary: Collaborative art project on art and social justice

Objectives

- Week 1** SWBAT brainstorm ideas research ideas and create a planning paper
- Week 2** SWBAT gather materials and return to drawing center, painting center, collage center
- Week 3.**SWBAT stretch and explore using a variety of drawing collage and painting materials
- Week 4** SWBAT engage and persist by continuing to work on art work of choice?
- Week 5** SWBAT Brainstorm with peers ideas on the topic of social justice and art.
- Week 6** SWBAT Create rough drafts for social justice art project (the hexagon project)
- Week 7** SWBAT work independently on a drawing for their collaborative project
- Week 8** SWBAT work collaboratively to create a display of their artwork
- Week 9** SWBAT participate in a peer to peer critique of collaborative projects
- Week 10** SWBAT Write an individual reflection on working on a group project

Essential Questions: How can art be used to influence social change? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.8.Re8 1.5.8.Cn10 1.5.8.Cn11 **8.1**

<p>Week 8 Students complete their independent projects and mount for display in a collaborative format</p> <p>Week 9 Students participate in a peer to peer critique of collaborative project</p> <p>Week 10 Students write a reflection on planning and working on a collaborative project.</p>	<p>Teacher made reflection page</p>		
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/ 1 completed choice project Social justice themed collaborative project Suggested skills to be assessed: <i>working collaboratively, researching strategies</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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**Quinton Township School
Art Grade 8
Pacing Chart/Curriculum MAP**

Marking Period:	2	Unit Title:	Advanced painting and sculpture studio	Pacing:	10 weeks
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Unit Summary: Conceptual art ,acrylic painting, large scale origami, mobils

Objectives

- Week 1** SWBAT practice procedures for using acrylic paint in the painting center.
- Week 2** SWBAT Experiment with non traditional tools and processes for creating an acrylic painting
- Week 3.**SWBAT stretch and explore using a variety of painting materials to create hand painted origami paper
- Week 4** SWBAT fold a traditional origami masu box
- Week 5** SWBAT define conceptual art and identify several contemporary conceptual artists
- Week 6** SWBAT create an origami model that contains an idea or concept (Priority Box Project)
- Week 7** SWBAT recognize important historical and contemporary kinetic sculptors
- Week 8** SWBAT Create kinetic sculpture using choice materials
- Week 9** SWBAT participate in a peer to peer critique of collaborative projects
- Week 10** SWBAT participate in an informal gallery walk of kinetic sculptures

Essential Questions: What is conceptual Art? What is kinetic sculpture? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Cr3 1.5.8.Pr4 1.5.8.Re8 **8.1**

<p>sculpture in either groups or independently</p> <p>Week 8 Students work on a kinetic sculpture using materials of choice either independently or in a small group</p> <p>Week 9 Students continue to work on kinetic sculpture</p> <p>Week 10 Students arrange kinetic sculptures for an informal gallery walk and peer critique</p>		<p>paper, twine</p>	
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/ completed conceptual box, independent or group kinetic sculpture Suggested skills to be assessed: <i>working collaboratively, researching strategies, painting with non traditional tools.</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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**Quinton Township School
Art Grade 8
Pacing Chart/Curriculum MAP**

Marking Period:	3	Unit Title:	3 dimensional sculpture	Pacing:	10 weeks
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Unit Summary: Working with plaster embedded fabric, making an armature,

Objectives

Week 1 SWBAT demonstrate process on how to use plaster embedded fabric.

Week 2 SWBAT research cultural masks from country of choice

Week 3.SWBAT create a planning paper that includes information on selected cultural masks

Week 4 SWBAT research materials typically used for an armature for a mask

Week 5 SWBAT demonstrate how to make an armature from paper or other material of choice

Week 6 SWBAT add detailing by using cardboard, tape and or tinfoil to existing armature

Week 7 SWBAT demonstrate additive sculpture method by using plaster embedded strips

Week 8 SWBAT Select finishing options and add surface design to their sculpture

Week 9 SWBAT photograph a 3 dimensional sculpture using correct formatting

Week 10 SWBAT participate in an informal gallery walk of sculptures

Essential Questions: How does an armature support a sculpture? How can plaster be used as a sculpture material? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.8.Cr2 1.5.8.Re7 1.5.8.Re8 1.5.8.Cn11 **8.1**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1. Students practice using plaster embedded strips</p> <p>Week 2. Students research cultural masks and how they are used within the culture</p> <p>Week 3 Students create a planning paper for a mask or sculpture that elaborates on aspects of identity as an individual or a group</p> <p>Week 4 Students research best materials to use as an armature for their mask or sculpture</p> <p>Week 5 Students work on constructing an armature for materials of choice</p> <p>Week 6 Students add details if necessary from added cardboard or foil</p> <p>Week 7 Students work with plaster strips over their armatures</p> <p>Week 8 Students complete mask or sculpture by adding a painted or other</p>	<p>Teacher demonstration</p> <p>Teacher made slide presentation</p> <p>Teacher create planning template</p> <p>Teacher demonstration using paper and masking tape.</p> <p>Teacher demonstration</p>	<p>Plaster strips</p> <p>chrome books</p> <p>newspaper, masking tape, pre made plastic mask form</p> <p>cardboard tin foil</p> <p>Plaster embedded strips</p> <p>paint, feathers, transfer prints sharpie markers</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>finish.</p> <p>Week 9 Students photograph their 3 dimensional sculpture using correct lighting, background and cropping</p> <p>Week 10 Students participate in an informal gallery walk and reflection</p>		<p>Chrome book or ipads</p>	
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/ completed mask or sculpture Suggested skills to be assessed:<i>craftsmanship, constructive approaches to art making</i></p>

Differentiation

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**Quinton Township School
Art Grade 8
Pacing Chart/Curriculum MAP**

Marking Period:	4th	Unit Title:	Identity and portraits	Pacing:	10 weeks
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Unit Summary: Portraits, self portraits, digital art

Objectives

Week 1 SWBAT Identify the portrait and self portrait work of select contemporary and historical artists

Week 2 SWBAT use digital or traditional tools to create a self portrait or select an existing self portrait and import google draw or sketchpad

Week 3.SWBAT use digital or traditional tools and select important line that define the contour of a portrait or self portrait

Week 4 SWBAT use digital or traditional tools to collage defining images and symbols onto the digital portrait or self portrait

Week 5 SWBAT Use digital or traditional tools to create a background with pattern or motif

Week 6 SWBAT create a symbolic self portrait either digital or traditional that expresses identity

Week 7 SWBAT print out and mat their self portrait for display

Week 8 SWBAT write a reflection on creating a symbolic self portrait that expresses identity

Week 9 SWBAT participate in a peer to peer critique

Week 10 SWBAT Select artwork from the school year for an informal gallery walk or a district art show.

Essential Questions: What is identity? What do artists create self portraits? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.8.Cr1 1.5.8.Cr2 1.5.8.Cr3 1.5.8.Pr5 1.5.8.Re8 1.5.8.Cn10 1.5.8.Cn11 **8.1**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1. Students look at and discuss select portrait painting from historical through contemporary time period</p> <p>Week 2. Students take a self portrait photo or use an existing photo and import it to sketchpad or Google Drawing or trace onto transparency film</p> <p>Week 3 Students use digital tools or traditional tools to trace important contour lines</p> <p>Week 4 Students add collage elements to their digital or traditional self portraits</p> <p>Week 5 Students use digital or traditional tools to overlay texture or other design motifs to self portrait.</p> <p>Week 6 Students work on their self portraits</p> <p>Week 7 Students complete their self portraits by matting for display</p> <p>Week 8 Students write a reflection on</p>	<p>Teacher created slides video on portraits through history. Reproductions of portraits.</p> <p>Teacher demonstration</p>	<p>Reproductions of portraits</p> <p>chrome book ipad or transparent sleeve</p> <p>sharpie markers</p> <p>Magazines ,print outs</p> <p>rubbing plates , color pencils, paint</p> <p>mat board, tape</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>the process of creating a self portrait</p> <p>Week 9 Students participate in a whole group or peer to peer critique</p> <p>Week 10 Students select work for a art show, create labels and mount artist statement for display</p>	<p>Teacher made reflection questions</p>		
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/ completed self portrait Suggested skills to be assessed digital skills, refining work for display</p>

Differentiation

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