

Course Title:

GIFTED & TALENTED STUDIO ART
Grades 7 & 8

Length:

Three-Six months

Schools:

Pierrepoint
Union

Dated:

August 17, 2015

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT
STUDIO ART- GRADES 7 &8

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

The Gifted & Talented Art Program enriches students with gifted abilities by providing them with the opportunity to expand their knowledge and abilities while deepening their understanding of culture and history. This course will stimulate imagination and creative thinking processes. It will develop both cognitive and intuitive skills through individual projects through the use of the elements/principles of design. Both perceptual and analytical skills will be challenged. Visual art instruction provides a full educational development.

This course will run for two marking periods for a double period once a week. It meets all Board of Education requirements and New Jersey Core Curriculum Standards.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

For a complete copy of the 2009 NJ Core Curriculum Content Standards for Visual and Performing Arts, please visit the following website: www.nj.gov/education/cccs

STANDARD 1.1

(AESTHETICS) All students will apply aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

STANDARD 1.2

(PERFORMANCE) All students will utilize those skills, media, methods, and technologies appropriate to the creation and presentation of visual art.

STANDARD 1.3

(ELEMENTS AND PRINCIPLES) All students will demonstrate an understanding of the elements and principles of visual art.

STANDARD 1.4

(CRITIQUE) All students will develop knowledge of the process of critique, and apply that knowledge in reflecting upon and judging works of art.

STANDARD 1.5

(HISTORY/CULTURE) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

B. COURSE OUTLINE

Standards cited in course outline

Student Outcomes:

Students will be able to:

- Become aware of other artists and cultures through the visual arts. (1.1, 1.5)
- Apply basic drawing techniques. (1.2, 1.3)
- Apply basic aspects of perspectives, among which are foreground, middle ground, background, placements of shapes, size and overlapping. (1.2, 1.3)
- Apply basic concepts of the color wheel, among which are primary, secondary, tertiary colors, intensity and value changes, supplementary and complementary color schemes. (1.2, 1.3)
- Differentiate between two-dimensional relief and three-dimensional concepts. (1.4)
- Apply basic terminology related to drawing elements and principles of design. (1.3)
- Develop individual artistic skills through the appropriate and extended use of media and tools. (1.2)

This course will also:

- Heighten students' self-esteem by demonstrating that they are unique and that their ideas have merit. (1.1, 1.5)
- Introduce students to art history and appreciation. (1.1, 1.5)
- Offer open-ended projects that allow personal interpretations. (1.4)

Technology List of Standards

8.1 (Computer and information literacy) All students will use computer applications to gather and organize information.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.

8.2.2.A.1 Describe how technology products, systems, and resources are useful at school, home, and work.

8.2.2.G.1 Describe how the parts of a common toy or tool interact and work as part of a system.

Life and Career Education in the 21st Century

Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

9.1.4.A.2 Evaluate available resources that can assist in solving problems.

9.1.4.A.3 Determine when the use of technology is appropriate to solve problems

9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.

9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

3. PROFICIENCY LEVELS

This course is for students in grade 7 and 8 who have been accepted into the Gifted and Talented Studio Art program.

4. METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of techniques that include, but are not limited to, the following items:

STUDENT ASSESSMENT

- Individual and group critiques.
- Class participation
- Teacher observation
- Completed projects
- Individual progress reports
- Participation in school art exhibits

The criteria for each project will be as follows:

- Preliminary planning
- Check work in progress
- Student involvement in learning process
- Originality
- Due dates
- Application of elements and principles and design

Curriculum/Teacher Assessment

- The subject teacher will provide the subject area supervisor with suggestions for change.

5. GROUPING

This is a combined class of 7th and 8th grade students.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This course will run for two marking periods for two consecutive periods.

7. RESOURCES

- Videos
- Chuck Close: Close Up
- Crystal Art Resources
- 20th Century Art
- Educational Dimensions Group
- Field Trips-Speakers
- Art museum field trips
- Books/References
American Art of 19TH & 20TH CENTURIES

TECHNOLOGY

- Internet Access

8. METHODOLOGIES

- Teacher lectures
- Teacher demonstrations
- Computer research
- Application of techniques presented in class

9. SUGGESTED ACTIVITIES

- Projects
- Class discussions and critiques
- Museum trips and displays

10. INTERDISCIPLINARY CONNECTIONS

Student projects are based on social and historical periods in American art.

11. DIFFERENTIATED INSTRUCTION

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured.

Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- word walls
- sentence frames
- think-pair-share
- cooperative learning groups
- teacher think-alouds

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 Hours statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP (See attached)

13. CURRICULUM MAP

7TH AND 8TH Grade GT Studio Art

Class	September/February	October/March	November/April	December/May	January/June
G.T Art 7th & 8th Grade	<p>Paper Collage (repetition, balance, pattern)</p> <p>Chuck Close Joseph Stella</p>	<p>Painting (color, value, line and shape)</p> <p>Eric Carl Chuck Close Andy Warhol Edward Hopper Georgia O'Keefe</p>	<p>Drawing Materials (marks, pencil, charcoal, pastels)</p> <p>Roy Lichtenstein Keith Haring John Audobon Norman Rockwell</p>	<p>Sculpture (paper, clay, cardboard, plaster, found objects)</p> <p>George Segal Wayne Thiebaud Alexander Calder Claus Oldenburg</p>	<p>Sculpture (paper, clay, cardboard, plaster, found objects)</p> <p>George Segal Wayne Thiebaud Alexander Calder Claus Oldenburg</p>

projects are produced over a 2-year period

February 2010