

**RUTHERFORD PUBLIC SCHOOLS**

**GRADES 7 & 8**

**DRAWING AND DESIGN  
CURRICULUM**

**2016**

**Revision to Remove CCSS and Replace with NJSL – Approved by the RBOE:**

## 1. INTRODUCTION/OVERVIEW/PHILOSOPHY

7<sup>th</sup> and 8<sup>th</sup> grade Drawing and Design is a beginner-level introduction to the art electives at Union Middle School. It is geared towards students of varying artistic abilities.

Through unique and exciting projects, students will develop an awareness and appreciation of the visual experience. Students will be introduced to the elements and principles of design and build on their skills throughout the semester. The projects will allow individuals to experiment with multiple art techniques and use a variety of art supplies and media to create their projects.

## 2. OBJECTIVES

### A. NEW JERSEY STUDENT LEARNING STANDARDS

*For a complete copy of the NJ Student Learning Standards for Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers, please visit the following website:*

<http://www.state.nj.us/education/cccs/>

### VISUAL AND PERFORMING ARTS

#### STANDARD 1.1

**THE CREATIVE PROCESS:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

#### STANDARD 1.2

**HISTORY OF THE ARTS AND CULTURE:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

#### STANDARD 1.3

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

#### STANDARD 1.4

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

## **TECHNOLOGY**

### **STANDARD 8.1**

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

## **21<sup>st</sup> CENTURY LIFE and CAREERS**

### **STANDARD 9.2**

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:** Review career goals and determine steps necessary for attainment

## **CAREER READY PRACTICES**

**CRP1:** Act as a responsible and contributing student

**CRP2:** Apply appropriate academic and technical skills

**CRP3:** Attend to personal health and well-being

## **B. COURSE OUTLINE**

*All standards cited in course outline are through Grade 8.*

- Students will learn to create and demonstrate the following drawing skills:
  - Contour
  - Gesture
  - Sketching
  - Mass
  - Cross-hatch
  - Linear
  - Stippling
  
- Students will demonstrate ability to identify and draw basic geometric shapes:
  - Cube
  - Sphere
  - Cone
  - Pyramid

- Students will demonstrate ability to draw from observation.
- Students will demonstrate ability to effectively use materials such as:
  - Drawing pencils- colored pencils
  - Pastels
  - Pen and ink wash
- Application of composition planning procedures through principles of design:
  - Emphasis
  - Unity
  - Rhythm
  - Balance
  - Movement
  - Contrast
  - Pattern
- Awareness of elements of design:
  - Line
  - Shape
  - Form
  - Space
  - Value
  - Color
  - Texture
- Awareness of basic color theory:
  - Primary
  - Secondary
  - Complementary
  - Tertiary
- Value for student work and work of others in terms of time, effort, and energy needed for completion
- Ability to work individually, and within a group
- Responsibility for cleanup care of materials, supplies, and equipment in a cooperative manner
- Use of proper art terminology

- Individual and group critique of student artwork as well as various pieces of art from different cultures and historical time periods

### **3. PROFICIENCY LEVELS**

This elective course is designed for students in Grade 7 and 8 and is a prerequisite for Studio Art. Students will acquire the knowledge and skills necessary for the appreciation, creation, and response to Drawing and Design.

### **4. METHODS OF ASSESSMENT**

- **Student Assessment**

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

- Individual/group critiques
- Teacher observation
- Class participation
  
- Projects
- Display of students' work

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Art displays
- Self evaluation/PDP
- Supervisor/principal evaluations
- Suggestions for changes to area supervisor

### **5. GROUPING**

Drawing and Design is available to all students in grades 7 and 8. This course is a prerequisite for Studio Art.

### **6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Drawing and Design is an elective course open to 7<sup>th</sup> and 8<sup>th</sup> grade students for one semester.

## 7. RESOURCES

- Art and related resource materials
- Art prints
- Computer
- Videos
- Suggested materials and tools
  - Pencil, drawing and charcoal
  - Charcoal, vine and pressed
  - Pen and ink
  - Conte crayon
  - Drawing surfaces
  - Brush and ink
  - Scratch board
  - Mixed combinations
  - Pastels
  - Colored pencils
  - Mounting and display materials

## 8. METHODOLOGIES

The following is a list of some of the basic methodologies used in grades 7 and 8 art lessons:

- Introduction including project samples, videos, prints, or posters
- Outline of procedures necessary to complete a project
- Discussion of lesson objective
- Student procedures for completing projects based upon class time
- Teacher demonstration, including various steps for creation of project
- Student preliminary sketches
- Class critique of completed projects
- Self-evaluation of completed projects
- Teacher evaluation of completed projects

## 9. SUGGESTED ACTIVITIES

Drawing (pencil, pen, colored pencil)

- Line drawings
- Value shading

Painting (tempera, watercolor)

- Color theory
- Color mixing

- Monochromatic
- Cool/warm colors

#### Design

- Collage (theme based)
- Lettering/graphic design

#### Introduction to low/high relief sculpture

- Manipulation of 3D forms

### **10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

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

## **11. INTERDISCIPLINARY CONNECTIONS**

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Language Arts Literacy
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## **12. PROFESSIONAL DEVELOPMENT**

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



**13. CURRICULUM MAP- DRAWING AND DESIGN**

Class	September/ February	October/March	November/April	December/May	January/June
Drawing and Design	<ul style="list-style-type: none"> <li>• Introduction to elements and principles of design</li> <li>• Line design project</li> <li>• Exploration of contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Value drawing techniques</li> <li>• Experiment with shadows, highlights and texture</li> <li>• Drawing from observation</li> <li>• Exploration of value, texture and space</li> </ul>	<ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Apply value techniques to color</li> <li>• Exploration of color and form</li> </ul>	<ul style="list-style-type: none"> <li>• Identify space within a portrait</li> <li>• Assemble a collage</li> <li>• Exploration of composition and space</li> </ul>	<ul style="list-style-type: none"> <li>• Illustration/design</li> <li>• Typography</li> <li>• Self-reflective project</li> <li>• Further explore elements and principles of design</li> </ul>