



BOE Approved 4/15

# Cliffside Park Public Schools

## VISUAL ART CURRICULUM FOR NJCCCS MIDDLE SCHOOL

	September	October	November	December	January	February	March	April	May	June
<b>GRADE 7 TOPICS AND NJCCCS</b>	*Graffiti art 1.1.8.D.1, 1.2.8.A.3  *Pop-up tunnel books 1.3.8.D.1, 1.3.8.D.2 1.2.8.A.2	*Shading 1.4.8.A.4 1.4.8.A.6 *Texture Shading 1.4.8.A.7 1.4.8.B.3 *Day of the dead 1.2.8.A.2 1.2.8.A.3 1.4.8.A.1 Milagros 1.2.8.A.2 1.4.8.A.2	*Positive and negative space 1.1.8.D.1 1.1.8.D..2 *The Nightmare Before Christmas statues 1.2.8.A.1 1.3.8.D.2 1.2.8.A.3 *Optical Illusions 1.1.8.D.1 1.4.8.A.6 1.4.8.A.7	*Color Wheel 1.2.8.A.1 1.2.8.A.2 1.2.8.A.3 *Henri Matisse & Fauves 1.4.8.A.6 1.3.8.D.3	*Henri Matisse and Paper Cut- Outs 1.1.12.D.1 1.1.8.D.2 1.4.8.A.4 * Albert Durer 1.2.8.A.1 1.2.8.A.2 1.3.8.D.3	*Pop-Art Andy Warhol 1.2.8.A.1 1.3.8.D.3 1.4.8.A.7 1.4.8.A.6 *Pop-Art Roy Lichtenstein 1.4.8.A.4 1.4.8.A.6 1.4.8.A.3	*Georgia O'Keeffe's Flowers 1.4.8.B.1 1.2.8.A.3 1.4.8.A.5 1.4.8.A.2 1.4.8.A.1 *Figure Drawings 1.2.8.A.2 1.4.8.B.1	*Pablo Picasso Cubism 1.4.8.A.6 1.4.8.A.5 1.4.8.A.2 1.4.8.A.1 *Pinwheel Modern Art 1.4.8.B.2 1.4.8.B.3	*Leonardo da Vinci 1.4.8.B.2 1.4.8.B.3 *3-D Letter Writing 1.3.8.D.1 1.3.8.D.2 *Recycle art 1.2.8.A.3 1.3.8.D.1 1.3.8.D.2	*Landscap es 1.3.8.D.1 1.2.8.A.2 *Drawing Outside/De gas 1.3.8.D.31. 4.8.A.3



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<b>ACTIVITIES</b>	<p>*Students will learn the characteristics of graffiti art and apply them to the elements of design</p> <p>*Students will learn the characteristics of tunnel books and how they are constructed. Students will construct a tunnel book.</p>	<p>*Students will learn the different techniques of shading</p> <p>*Students will create a picture using texture and shading</p> <p>*Students will create a skull using the characteristics of The Day of the Dead</p> <p>*Students will construct tin Milagros using the characteristics of Mexican art</p>	<p>*Students will discuss and create positive and negative space in art work.</p> <p>*Students will view the movie <u>A Nightmare Before Christmas</u> and create a sculpture in the style of the characters they saw.</p> <p>* Students will learn the characteristics and how to create an optical illusion in art.</p>	<p>*Students will learn the parts and ideas behind the color wheel and color theory.</p> <p>*Students will study the French painter Henri Matisse and his use of colors and patterns in his paintings.</p>	<p>*Students will look at how Matisse's work evolved into collage work and they will create their own collages.</p> <p>*Students will learn about the artist Durer and discuss realism and texture in art. Students will use realism and texture in a water color painting.</p>	<p>*Students will Study the pop artist Andy Warhol and his innovative style of art. Students will create their own Andy Warhol inspired drawing.</p> <p>*Students will study the artist Roy Lichtenstein and create a group project in cartoons.</p>	<p>*Students will study Georgia O'Keeffe, her style of painting and the impact she had on the art world for women. Students will create an oversize flower in her style.</p> <p>*Students will view various artists and how they draw the human form. Students will draw the human form from a live model.</p>	<p>*Students will study the artist Pablo Picasso and create their own cubistic design.</p> <p>*Students will have to choose 4 works from modern art and explain why they were drawn to them. Students will construct a pinwheel using their art work.</p>	<p>*Students will discuss Leonardo da Vinci and his inventions. Students will create their own inventions and write about how it is designed.</p> <p>*Students will create 3-D letters</p> <p>*Students will view artists who use repurposed materials. Students will collect materials to make a sculpture.</p>	<p>*Students will view a variety of different artists and their landscapes . Students will draw their own landscape in a style of their choice.</p> <p>*Students will learn about Degas and how he took art from inside the studio to outside. Students will go outside to draw during their art class</p>
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<b>RESOURCES</b>	All activities I used smart board lessons and visual examples of projects.	All activities involve a smart board lesson and visual examples of the projects.	All activities involve a smart board lesson and visual examples of the projects. For <u>A Nightmare Before Christmas</u> we watched a DVD	All activities involve a smart board lesson and visual examples of the projects.	All activities involve a smart board lesson and visual examples of the projects.	All activities involve a smart board lesson and visual examples of the projects.	All activities involve a smart board lesson and visual examples of the projects.	All activities involve a smart board lesson and visual examples of the projects.  Computers for research	All activities involve a smart board lesson and visual examples of the projects.  Computers for research	All activities involve a smart board lesson and visual examples of the projects.
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### Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of Failure
<p><b>(content, process, product and learning environment)</b></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p>	<p><b>Modifications for Classroom</b></p> <p>Assign a peer helper in the class setting</p> <p>Use Smartphone as dictionary</p> <p>Use Dictionary</p> <p>Use materials in native language, if available</p> <p><b>Modifications for</b></p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>



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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p><b>Anchor Activities</b></p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p><b>Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Use dictionary or approved electronic device</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p>	<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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		<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
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		<p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p>	<p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, and topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom</p>
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		Establish procedures for accommodations / modifications for assessments	tests. Establish procedures for accommodations / modifications for assessments.
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New Jersey State Department of Education. (2014). *New Jersey core curriculum content standards*. Trenton, NJ: Author.