

Pequannock Township School District

Curriculum Syllabus

Studio Art 7/ Grade 7

Course Description:

Studio Art 7 is for highly motivated students who are passionate about art and display advanced creative and technical skills. The class will continue to build skills and help students explore their own ideas within themes. The goal of this course is to help students develop as artists through the artistic process and increase their artistic literacy.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

NJSLS	New Jersey Student Learning Standards
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.
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.
1.5.8.Cr3a:	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
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.
1.5.8.Pr5a:	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6a:	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
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
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
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.
1.5.8.Cn10a:	Generate ideas to make art individually or collaboratively to positively reflect a group's identity
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.

CPR6	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans.
SL.6.1.	Engage effectively in a range of collaborative discussions,
WHST.6-8.10.	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.

Scope and Sequence

Unit 1: Explorations and Ideation
Unit 2 Using a Theme: Climate Change
Unit 3: Student Directed Work

Assessments

Evaluation of student achievement in this course will be based on the following:

Teacher observation, self evaluations, written reflections, and project rubrics

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- The best way to help your child develop his/her creativity and technical skills is to supply materials and a place to work and experiment.
- Create art or crafts with your child
- [How to Talk to Kids About Their Art](#)
- Seek out local art classes
- Take your child to museums:
 - Morristown Museum -6 Normandy Heights Rd, Morristown, NJ 07960 <https://morrismuseum.org/>
 - Montclair Museum - 3 S Mountain Ave, Montclair, NJ 07042 <https://www.montclairartmuseum.org/>
 - Metropolitan Museum of Art -NYC <https://www.metmuseum.org/learn/kids-and-families> Museum of Modern Art -11 W 53rd St, New York, NY 10019 - <https://www.moma.org/>
 - Storm King Sculpture Park -1 Museum Rd, New Windsor, NY 12553 <https://stormking.org/>
 - Grounds for Sculpture -80 Sculptors Way, Hamilton Township, NJ 08619 <https://www.groundsforsculpture.org/>
 - Newark Art Museum -49 Washington St, Newark, NJ 07102 <https://www.newarkmuseumart.org>

- Visit art websites for children and families
 - <https://www.nga.gov/education/kids.html>
 - <https://www.tate.org.uk/kids>