

## Pine Hill Public Schools Curriculum

Content Area:	<b>Art</b>		
Course Title/ Grade Level:	7th Grade		
Unit 1:	Reminder of Rules and Procedures	Month	week 1, day 1
Unit 2:	Movie Poster	Month:	week 1 – 3
Unit 3:	Critique	Month:	week 3 (upon completion of Movie Poster)
Unit 4:	Highlight of an Artist currently on exhibit (i.e. Zaha Hadid)	Month:	week 4
Unit 5:	Artist Research and Presentation	Month:	week 5 - 7
Unit 6:	Gridding and Modifying	Month:	week 8
Unit 7:	3D Birds	Month:	week 9
Unit 8:	Sneaker Design	Month:	ongoing anchor activity, dates vary
Unit 9:	Art Impact: Historical Event	Month:	Dates vary
Unit 10:	Black History Month	Month:	February
Unit 11:	Earth Day	Month:	April
BOE Approval Date:	August 28, 2012		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Reminder of Rules and Procedures		<b>Unit #:</b> 1
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 1 day
<b>Pacing</b>	week 1, day 1	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can you make the best use of your time in art?</li> <li>• Who are you?/Who am I?</li> <li>• What can you expect in art this marking period?</li> <li>• What materials are available? Where are they located?</li> <li>• What do you know about the principles/elements of art?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Student/teacher introduction</li> <li>• Rules and procedures</li> <li>• Terminology</li> <li>• History</li> <li>• Philosophy</li> </ul>	
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Successfully follow directions.</li> <li>2. Identify the basic terminology used to describe art, about artists, color theory, the elements and principles of design.</li> </ol>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feed back through class discussion</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

**2009 NJCCCS**

**Standard:** 1.1 The Creative Process

**Strand(s):** D. Visual Art D. Visual Art D. Visual Art

**Content Statement(s):** Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

**CPI # / CPI(s):** 1.1.5.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Movie Poster (1.3.8.D.5)		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 11 class periods
<b>Pacing</b>	week1, day 2 – week 3, day 3	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What makes the famous movie posters we study effective advertising tools?</li> <li>• What information do these poster convey about the movies they represent?</li> <li>• How can you create the greatest possible visual impact for the viewer?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Versatility of colored pencil as a medium</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Lettering</li> <li>• Color blending and varied color intensity</li> <li>• Visual impact</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Peer critique</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

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

**Strand(s): D. Visual Art**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	1.3.8.D.5 – Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Critique and Aesthetic Response		<b>Unit #:</b>
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 2 class periods
<b>Pacing</b>	week 3, days 4 and 5	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does this piece represent the artist's life?</li> <li>• What elements contribute to the mood?</li> <li>• How could it be improved?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Positive feedback</li> <li>• Creative criticism</li> <li>• Verbal presentation</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Providing creative criticism</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Students assess peers through verbal critique</li> <li>• Teacher observation of verbal presentation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

**2009 NJCCCS**

**Standard:** 1.4 Aesthetic Responses and Critique Methodologies

**Strand(s):** D. Visual Art 1.4.8.A.5

**Content Statement(s):** Symbolism and metaphor are characteristics of art and art-making

**CPI # / CPI(s):** Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Highlight of an Artist currently on exhibit (i.e. Zaha Hadid)		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 5 class periods
<b>Pacing</b>	week 4, days 1 -5	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Does the art serve a purpose aside from aesthetic?</li> <li>• How is technology evident in the work of the artist?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Alternate materials and/or sculpture</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create a form that is aesthetically pleasant from multiple angles</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**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.

**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.

**Strand(s):A. Aesthetic Responses**

**Content Statement(s):**

**CPI # / CPI(s):**

Technological changes have and will continue to substantially influence the development and nature of the arts.

1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies

Art may be used for utilitarian and non-utilitarian purposes.

1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Artist Research and Presentation		<b>Unit #: 5</b>
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 15 class periods
<b>Pacing</b>	week 5 research, week 6 creation, week 7 presentation	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the contributions of artists past and present?</li> <li>• What was unique about your artist's style/How can their work be identified?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Evaluate the art of an established artist</li> <li>• Replicate their style</li> <li>• Present a piece in the style of the artist</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Vary by artist</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Student rubric for peer and self evaluation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• LAL reading, writing, research, presentation</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board, computer lab, library books</li> </ul>	

**2009 NJCCCS**

**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.

**Strand(s): D. Visual Art**

**Content Statement(s):** The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

**CPI # / CPI(s):** 1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Gridding and Modifying		<b>Unit #:</b> 6
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 5 class periods
<b>Pacing</b>	week 8, days 1-5	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can an artist effectively maintain proportion, while altering scale?</li> <li>• How can you alter a well know art image to make it more relevant in the present?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Pencil drawing</li> <li>• Comparison</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – proportion, scale, measurement</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**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.

**Strand(s): B. Critique Methodologies**

<b>Content Statement(s):</b> Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	<b>CPI # / CPI(s):</b> 1.4.8.B.1 – Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
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**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> 3D Birds		<b>Unit #:</b> 7
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 5 class periods
<b>Pacing</b>	week 9, days 1-5	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is three dimensionality?</li> <li>• How can it (or the illusion of it) be created in art?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Illusion – color intensity, texture, dimension</li> <li>• Art medium</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create visual depth</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Complexity of patterns can vary by student</li> <li>• Students may choose medium.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**Standard: 1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Strand(s): D. Visual Art**

**Content Statement(s):** The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

**CPI # / CPI(s):** 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

[21<sup>st</sup> Century Themes](#)

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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[21<sup>st</sup> Century Skills](#)

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Sneaker Design		<b>Unit #:</b> 8
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> varies
<b>Pacing</b>	Anchor activity, to be worked on if students complete a project early	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What information needs to be included in a design for a three dimensional object?</li> <li>• How can one need, a foot covering, facilitate many results? What elements should be considered when designing?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Line intensity</li> <li>• Contour line</li> <li>• Balance</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Incorporating construction details (i.e. stitches, seams, material renderings) in a design</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**Standard: 1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Strand: D. Visual Art**

**Content Statement(s):** Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

**CPI:** 1.3.8.D.4 – Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems,

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Art Impact: Historical Event (911, war, death, anniversary, political movement or other)		<b>Unit #:9</b>
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 4 class periods
<b>Pacing</b>	4 class periods	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did this event/movement affect the art world?</li> <li>• Are there lasting implications?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Varies by topic</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify the impact of an important historical event</li> <li>• Draw inspiration from an important historical event and create a piece that reflects that</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• LAL</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

**2009 NJCCCS**

**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.

**Strand(s): A. History of the Arts and Culture**

**Content Statement(s):** Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

**CPI # / CPI(s):** 1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Black History Month		<b>Unit #: 10</b>
<b>Course or Grade Level:</b> Seventh		<b>Length of Time:</b> 5 class periods
<b>Pacing</b>	5 class periods	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What impact did this person’s art have?</li> <li>• How is culture evident in his/her work?</li> <li>• Is this art functional? What is the history of African American art in the U.S.A.?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Utilitarian versus non-utilitarian art</li> <li>• Mixed media; technique and material vary by artist</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recognize and identify the impact of history and culture on art.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Teacher observation</li> <li>• Information included on written assessment</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>	

**2009 NJCCCS**

**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.

**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.

**Strand(s): A. History of the Arts and Culture**  
**A. Aesthetic Responses**

<p><b>Content Statement(s):</b> The arts reflect cultural morays and personal aesthetics throughout the ages.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p>	<p><b>CPI # / CPI(s):</b> 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>
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	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> Earth Day	<b>Unit #: 11</b>
<b>Course or Grade Level:</b> Seventh	<b>Length of Time:</b> 5 class periods
<b>Pacing</b>	5 class periods
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do our actions impact our planet? Positively? Negatively?</li> <li>• How can “trash”, or nontraditional materials, get a new life as art?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Recognize the value in reducing consumption and repurposing waste materials.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create a unique art piece utilizing materials otherwise destined for landfills.</li> <li>• Student select from a variety of projects like recyclable mobile, recycle city, paper mache vessels, Bottle cap mosaic, crochet plastic bags, trash prints, soda tab chain mail, spoon lantern or rose, glove chipmunk, toilet paper roll art, lightbulb vase, tuna can clothes pin,</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Visual evidence graded based on established criteria</li> <li>• Teacher observation and class discussion</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> </ul>
<b>2009 NJCCCS</b>	
<p><b>Standard:</b>  <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
<p><b>Strand(s):</b>  <b>D. Visual Art</b>  <b>A. Aesthetic Responses</b>  Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4 – Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Awareness of basic elements of style and design in	1.4.8.A.6 - Differentiate between “traditional” works

dance, music, theatre, and visual art inform the creation of criteria for judging originality.	of art and those that do not use conventional elements of style to express new ideas.
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**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		