

UNIT/ ESSENTIAL QUESTION	APPROX. START TIME	APPROX. END TIME	TEXT(S)/RESOURCES	TARGETED UNDERSTANDING (PURPOSE)	CONTENT STANDARD(S)	CONNECTED WRITING ASSESSMENT(S)
Drawing/ Graphic Design	Start of the term. Introduction project.	Spiraling through the term and school year.	<ul style="list-style-type: none"> • Visual Resources • Web resources • Text books 	<ul style="list-style-type: none"> • 1 point perspective • Observation drawing • Self expression • Self portrait • Mapping/ Ariel view <p>6th grade: -Handmouflage -Neighborhood -Photo realism self portrait -One point landscape -Mazes -Metamorphosis</p> <p>7th grade: -Mandalas -OP art -Life-size self portrait -Name designs(one point)</p> <p>8th grade: -Name landscapes(one point) -Gloucester portrait landscape -Bike observational -</p>	1.7, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 4.6, 4.7, 4.8,	Visual language and symbolic, icon, pictogram communication.

Print Making/ Painting	After drawing project	ongoing	<ul style="list-style-type: none"> • Visual examples other artists/students work • Web resources Text books 	<ul style="list-style-type: none"> • Develop knowledge in the techniques of printmaking • Utilize printmaking process as a means of visual communication • Create prints and demonstrate connections with integrated studies <p>6th grade: -Positive/negative black and white paintings -vehicle designs/concept cars -Neighborhoods</p> <p>7th grade: -Mandalas -cardboard letters (Robert Indiana) -Life-size portrait -OP art -Cardboard machines(Rube Goldberg)</p> <p>8th grade: -Name landscape -color wheel -Mache head -Portrait Gloucester -Linoleum Prints</p>	1.7, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 4.6, 4.7, 4.8,	Creating illustrations that go with stories written by the students
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Mixed Media/ Collage	ongoing	ongoing	<ul style="list-style-type: none"> • Visual examples other artists/students work • Web resources Text books 	<ul style="list-style-type: none"> • Recognizing and demonstrating different techniques of collage, mosaic and found symbolism. • Create works which reflect thematic integration with core curriculum. <p>6th grade: -Neighborhood map -Cardboard houses -Collage</p> <p>7th grade: -Cardboard machines -Cardboard letters</p> <p>8th grade: -Mosaic reproductions (famous art work) -Mache head study</p>	1.7, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 4.6, 4.7, 4.8,	Research report about a published artist and there work along with a visual analysis of the work chosen.
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Sculpture/ Three Dimensional Design	ongoing	ongoing	<ul style="list-style-type: none"> • Visual examples other artists/students work • Web resources • Text books • Examples from public installations 	<ul style="list-style-type: none"> • Students will develop knowledge in a variety of 3D art forms including sculpture, modeling, assemblage, construction and craft. • Develop knowledge of the structural issues particular to 3D processes and art forms. • Coach another student through the appropriate process. <p>6th grade: -Neighborhood map -Cardboard houses -Clay sculpture</p> <p>7th grade: -Cardboard machines -Cardboard letters -Clay sculpture</p> <p>8th grade: -Mache head study -Carving Linoleum -Clay work</p>	1.7, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 4.6, 4.7, 4.8,	Practice a variety of verbal and written self reflection techniques.
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