



VOICE OF THE PEOPLE DIGITAL CURRICULUM

Middle School Package Recommended for Grades 6-8

What is “Voice of the People”?

MOCA Jacksonville’s Voice of the People is an innovative, literacy-based educational arts initiative that hones critical thinking and communication skills as it develops a deeper understanding of contemporary art. MOCA delivers Voice of the People to fourth-grade students at Title I schools. During several visits to MOCA, students are introduced to the Permanent Collection, from which they select works of art that speak to them. The students analyze the works, prepare descriptive narratives, and create recordings that serve as part of the Museum’s audio guide, accessible to all those who visit the galleries and view the chosen works of art. In addition to gaining familiarity and comfort within the Museum setting and a greater appreciation for art, Voice of the People improves critical thinking skills, encourages participation, develops creative writing and verbal presentation skills, and enhances self-esteem. It also has quantifiable, proven results: Children who participate in the program exponentially improve their reading and writing scores, year-over-year. Visit our website to read more about the program and listen to past audio guides <https://mocajacksonville.unf.edu/Voice-of-the-People/>

Digital Curriculum for Remote Learning

MOCA has adapted the Voice of the People model into a new digital curriculum format for easy access by educators. The curriculum develops students’ skills in visual analysis, critical thinking, and writing.

The Voice of the People Curriculum is designed to be delivered in the following format:

Step 1 / Students select 1 artwork from the provided Artist Fact Sheets.

- All artworks are from MOCA Jacksonville’s Permanent Collection.

Step 2 / Students complete “What do you see?”

- This lesson asks students to complete a visual analysis of their selected artwork.

Step 3 / Students complete “What do you think?”

- This lesson encourages critical thinking. Students must read their Artist Fact Sheet to obtain necessary information. Students may want to do their own online research for more content.

Step 4 / Students complete “Write about it”

- This lesson leads students through writing a 5 paragraph essay. Each paragraph has specific instructions to help students organize their content.

MIDDLE SCHOOL CURRICULUM STANDARDS

Grade 6-8

Visual Art Standards

Big Idea VA.68.C: Critical Thinking and Reflection

Enduring Understanding 1 VA.68.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

- VA.68.C.1.2: Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

Enduring Understanding 3 VA.68.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

- VA.68.C.3.3: Use analytical skills to understand meaning and explain connections with other contexts.

Big Idea VA.68.S: Skills, Techniques, and Processes

Enduring Understanding 1 VA.68.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

- VA.68.S.1.4: Use accurate art vocabulary to explain the creative and art-making processes.

Big Idea VA.68.O: Organizational Structure

Enduring Understanding 1 VA.68.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

- VA.68.O.1.1: Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
- VA.68.O.1.2: Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

Big Idea VA.68.H: Historical and Global Connections

Enduring Understanding 1 VA.68.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

- VA.68.H.1.1: Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
- VA.68.H.1.3: Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
- VA.68.H.1.4: Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.

Grade 6

B.E.S.T English Language Arts Standards

Strand ELA.6.R: Reading

Standard 3 ELA.6.R.3: Reading Across Genres

- ELA.6.R.3.2: Paraphrase content from grade-level texts.
- ELA.6.R.3.3: Compare and contrast how authors from different time periods address the same or related topics.

Strand ELA.6.C: Communication

Standard 1 ELA.6.C.1: Communicating Through Writing

- ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.
- ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.
- ELA.6.C.1.4: Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.
- ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

Standard 3 ELA.6.C.3: Following Conventions

- ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Standard 4 ELA.6.C.4: Researching

- ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

Standard 5 ELA.6.C.5: Creating and Collaborating

- ELA.6.C.5.2: Use digital tools to produce writing.

Strand ELA.6.V: Vocabulary

Standard 1 ELA.6.V.1: Finding Meaning

- ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Grade 7

B.E.S.T English Language Arts Standards

Strand ELA.7.R: Reading

Standard 3 ELA.7.R.3: Reading Across Genres

- ELA.7.R.3.2: Paraphrase content from grade-level texts.

Strand ELA.7.C: Communication

Standard 1 ELA.7.C.1: Communicating Through Writing

- ELA.7.C.1.2: Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.
- ELA.7.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.
- ELA.7.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.
- ELA.7.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

Standard 3 ELA.7.C.3: Following Conventions

- ELA.7.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Standard 4 ELA.7.C.4: Researching

- ELA.7.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

Standard 5 ELA.7.C.5: Creating and Collaborating

- ELA.7.C.5.2: Use digital tools to produce and share writing.

Strand ELA.7.V: Vocabulary

Standard 1 ELA.7.V.1: Finding Meaning

- ELA.7.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Grade 8

B.E.S.T English Language Arts Standards

Strand ELA.8.R: Reading

Standard 3 ELA.8.R.3: Reading Across Genres

- ELA.8.R.3.2: Paraphrase content from grade-level texts.

Strand ELA.8.C: Communication

Standard 1 ELA.8.C.1: Communicating Through Writing

- ELA.8.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.
- ELA.8.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.
- ELA.8.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.

Standard 3 ELA.8.C.3: Following Conventions

- ELA.8.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Standard 4 ELA.8.C.4: Researching

- ELA.8.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

Standard 5 ELA.8.C.5: Creating and Collaborating

- ELA.8.C.5.2: Use a variety of digital tools to collaborate with others to produce writing.

Strand ELA.8.V: Vocabulary

Standard 1 ELA.8.V.1: Finding Meaning

- ELA.8.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.