

8th Grade Art

COURSE OUTLINE

Unit One	<i>Illustration</i>	<i>14 days</i>
Unit Two	<i>Clay</i>	<i>14 days</i>
Unit Three	<i>Drawing/Painting</i>	<i>14 days</i>

School-wide Academic Expectations Taught In This Course

- Communication*
- Collaboration
- Analysis
- Literacy

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

Content Standards Taught in This Course

VA:Cr1.1.8a	Document early stages of the creative process visually and/or verbally in traditional or new media.
VA:Cr1.2.8a	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA:Cr2.1.8a	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
VA:Cr2.2.8a	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
VA:Cr2.3.8a	Select, organize, and design images and words to make visually clear and compelling presentations.
VA:Cr3.1.8a	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
VA:Pr4.1.8a	Develop and apply criteria for evaluating a collection of artwork for presentation.
VA:Pr5.1.8a	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
VA:Pr6.1.8a	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
VA:Re.7.1.8a	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
VA:Re.7.2.8a	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. 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.
VA:Re8.1.8a	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.
VA:Re9.1.8a	Create a convincing and logical argument to support an evaluation of art.

VA:Cn10.1.8a	Make art collaboratively to reflect on and reinforce positive aspects of group identity.
VA:Cn11.1.8a	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Unit 1: Illustration

Introduction and Established Goals:

Students will create an original work of art that relays a multitude of information in a visual format. The viewer should be able to look at the finished product and be able to decipher the artists' meaning or intentions with the illustration. Suggested projects include redesigning the student's favorite book cover, favorite album, or creating a cover for a work of music or literature previously created by the student. Other possibilities include creating a poster detailing historical events, political posters for candidates, or posters for local events. Creativity, craftsmanship and use of resources will be emphasized.

Desired Outcome(s):

To culminate this unit, students will create an original work of art that relays a multitude of information in a visual format. Their project should emphasize the idea they are illustrating as well creativity, craftsmanship, and use of resources as covered in this unit.

Common Core Standard(s):

- VA:Cr1.2.8a
- VA:Cr1.1.8a
- VA:Cr2.1.8a
- VA:Cr2.2.8a
- VA:Cr2.3.8a
- VA:Cr3.1.8a
- VA:Pr4.1.8a
- VA:Re.7.1.8a
- VA:Re.7.2.8a
- VA:Re9.1.8a

Essential Question(s):

- What makes a composition successful?
- How can you relay information without words?
- How have posters been used throughout history?
- What is propaganda?
- How does good craftsmanship affect our artwork?

Key Terms/Concepts:

- Design
- Craftsmanship
- Creativity

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none"> ○ VA:Cr1.2.8a ○ VA:Cr2.1.8a ○ VA:Cr2.2.8a ○ VA:Cr2.3.8a 	Students will be able to create a work of art that relays information in a visual way. The viewer	Artist and student examples Propaganda examples	Formative assessment Rubric

<ul style="list-style-type: none"> ○ VA:Cr3.1.8a ○ VA:Pr4.1.8a ○ VA:Re.7.1.8a ○ VA:Re.7.2.8a ○ VA:Re9.1.8a ○ VA:Cr1.18a 	<p>should be able to comprehend the intention of the student’s work. The student must communicate clearly through a visual platform. S/he must use resources, craftsmanship, creativity, and a quality composition.</p>	<p>Peer-to-peer instruction and correction</p> <p>Individual book and Internet research focusing on individualized tutorials (YouTube, Pinterest, Google)</p> <p>Worksheets</p>	<p>Worksheet</p>
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Suggested Resources and Texts:

Visual resources via Internet (photos)

YouTube tutorials

Suggested Technology:

YouTube tutorials

Pinterest tutorials

Epson board

Unit 2: Clay

Introduction and Established Goals:

Students will refine clay techniques learned in 7th grade. Students will be asked to create a detailed, representational ceramic object. Craftsmanship techniques will be emphasized. Suggested projects include creating ceramic castles and fairy houses, etc.

Desired Outcome(s):

To culminate this unit, students will create clay sculptures that are representational in nature, with an emphasis on use of resources and quality craftsmanship.

Common Core Standard(s):

- VA:Cr2.1.8a
- VA:Cr3.1.8a
- VA:Pr5.1.8a
- VA:Pr6.1.8a
- VA:Cn10.1.8a
- VA:Cn11.1.8a

Essential Question(s):

What is form?

What is tromp l'oeil?

How does craftsmanship affect the outcome of a work of art?

Key Terms/Concepts:

Form

Craftsmanship

Sculpting

Slipping/scoring

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">○ VA:Cr2.1.8a○ VA:Cr3.1.8a○ VA:Pr5.1.8a○ VA:Pr6.1.8a○ VA:Cn10.1.8a○ VA:Cn11.1.8a	Students will create a detailed, textured ceramic object. They will view and study works created by former students and by professional artists. They will discuss what they think makes a work of ceramic art successful? What makes texture interesting? Why do we make art? Why do we create with clay?	Examples of artists work Student examples from previous years Group and small group discussion of artist and student work Modeling/teaching techniques Written and visual reminders of techniques Group and peer-to-peer critiques Class critiques	Formative assessment Critiques Rubric

Suggested Resources and Texts:

Images

Work from artists and previous students

Suggested Technology:

YouTube

Pinterest

Unit 3: Drawing/Painting

Introduction and Established Goals:

Students will create a work of art focused on a technique that is taught in Intro to 2D art. Techniques to choose from include, but are not limited to, drawing upside down, gridding, observational drawing, etc. This project is meant to gently introduce students to the rigor and expectations of a high school art course. Suggested projects include gridding their “spirit animal,” drawing from life, etc.

Desired Outcome(s):

To culminate this unit, students will create a work of art utilizing a technique that is covered a high school level introductory art course.

Common Core Standard(s):

- VA:Cr3.1.8a
- VA:Pr5.1.8a
- VA:Re9.1.8a

Essential Question(s):

How can techniques help our work?

How can resources help our work?

How does craftsmanship affect our work?

Key Terms/Concepts:

TBD

Craftsmanship

Resources

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">○ VA:Cr3.1.8a○ VA:Pr5.1.8a○ VA:Re9.1.8a	Students will be introduced to a techniques that is used in a high school introductory art class. Students will view art from high school, middle school, and from professional artists. They will talk about the similarities and differences. They will be introduced to a techniques and try to find where and why it was used. They will use it in their own work.	Student and artist examples Modeling Peer-to-peer instruction Class critiques Group and peer-to-peer critiques	Formative assessments Rubric Peer-to-peer assessment

Suggested Resources and Texts:

Books

Pinterest

Suggested Technology:

Youtube

Google tutorials and guides