M/J Exploring Two-Dimensional Art   (#0101005)

M/J 2 Dimensional Art EOC Syllabus

Grade 7/8 Art Semester 1

Not All Projects will be Completed During One Participation Period

Drawing:
- Drawing Basics Activity: Basic Geometric and Organic Lines and Shapes and Vocabulary
- Still Life Drawing: Fruits, Vegetables, and Real Life Objects
- Scholastic Art Magazine: The Still Life Working with Space: Interesting Word Vocabulary Activity/Still Life Drawing Vocabulary Activity
- Value: Adventures in Value; 3 dimensional shading and cast shadow
- Canyon Drawing Activity: Shading for practice activity
- Color: Apples Activity /color fills and shading over color
- Colored Pencil Barn/Structure Drawings
- Drawing Unit Assessment

Perspective:
- Vocabulary
- Ruler Worksheet
- Vanishing Point Worksheet
- House Perspective Drawing
- Train Perspective Drawing
- Shapes Perspective Drawing
- City Perspective Drawing
- Interior Perspective Drawing
- Advanced Perspective Drawing
- Assessment

Computer Generated Art:
- Adobe Photoshop CS6
- City on the Water Exercise
- Yearbook Page Background
- Name Designs
- Digital Self Portrait
- Digital Photography

Painting:
- Color Wheel: vocabulary
- Color Wheel Quiz
- Tinting and Shading Activity
- Monochromatic Geometric Painting
- Complimentary Colors Geometric Painting
- Animal Patterns Primary Color Painting

Scholastic Art Magazine: Georges Seurat Working With Color: Vocabulary
Activity
Painting Unit Assessment

Elements and Principles of Art:
        Scholastic Art Magazine: Elements and Principles of Art
        Elements of Art Vocabulary Activity
        Principles of Art Vocabulary Activity
        Elements of Art Assessment
        Principles of Art Assessment
Portraiture:
        Grid Portrait Drawing Exercise
        Large Grid Portrait Drawing
        Collage Grid Portrait Drawing
        Oil Pastel Layering Exercise
        Oil Pastel Grid Portrait Drawing
Printmaking:
        Exploring Art: The Many Types of Printmaking; Printmaking in a Nutshell;
            Printing Around the World
        Printmaking Vocabulary Exercise
        Black and White Animal Drawings
        Styrofoam Printing Plate Animal Prints
        Linoleum Block Printing Plate Animal Prints
        Printmaking Unit Assessment
Art History
        Scholastic Art Magazine: The Fantasy Faces of Arcimboldo (Giuseppe
            Arcimboldo)
        Artist Biography Exercise
        General Analysis of a Work of Art Exercise
        Art Criticism Steps Activity
        Position Essay
        Understanding Art: Art Criticism, Aesthetics, and Art History Read and
        Discuss Art Criticism, Aesthetics, and Art History Vocabulary Activity

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Course Number: 0101005

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** Art Comprehensive >

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: M/J EXPLORING 2D ART

Course Level: 2

Course Status : Course Approved

Keywords: Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Exploring Two-Dimensional Art, M/J EXPLORING 2D ART

Grade Level(s): 6, 7, 8

Grade Level(s) Version: 6,7,8

GENERAL NOTES

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking,

and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language AcquisitiYPE html>

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Course Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.
MAFS.K12.MP.6.1: Attend to precision.
MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
VA.68.C.1.1:	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
VA.68.C.2.3:	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.3.1:	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
VA.68.F.1.1:	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. **Remarks/Examples:** e.g., potential to transfer and incorporate technological applications

[VA.68.F.2.1:](#)	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
[VA.68.F.3.4:](#)	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
[VA.68.H.1.2:](#)	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
[VA.68.H.3.3:](#)	Create imaginative works to include background knowledge or information from other subjects. **Remarks/Examples:** e.g., from history, environment, literary works
[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.S.1.2:](#)	Use media, technology, and other resources to derive ideas for personal art-making.
[VA.68.S.2.2:](#)	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
[VA.68.S.2.3:](#)	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
[VA.68.S.3.3:](#)	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
[VA.68.S.3.4:](#)	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Remarks/Examples:** e.g., ethics, plagiarism, appropriation from the Internet and other sources

There are more than 239 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
http://www.cpalms.org/Public/PreviewCourse/Preview/14080

Related Certifications

[004 ART ED 4: Secondary (7-12)](#)
[300 ART 6: Elementary and Secondary (K-12)](#)