

Summit Public Schools--Summit, New Jersey

Grade 8 Art Cycle

Length of Course: **45 Days**

Curriculum

Course Description:

The focus of the eighth grade curriculum is the development of skills that will enable students to make conscious choices and apply technical proficiency as they learn to use the elements and principles of art. This class will provide an enjoyable student-centered learning environment that will motivate and challenge the students' creativity and self-expression around a unifying theme. This problem-based course will culminate in a gallery opening filled with students' self-selected body of work that features the student as the unifying subject. Students will have the opportunity to reflect in writing about their own creative process and the world through the eyes of an artist.

Student Description:

Explore art and learn the skills you need to surprise yourself. The choice is yours: you will be given the freedom to express yourself through the exploration of various media: plaster, paper mache, Cray Pas, charcoal, print making, acrylics, watercolors, mask-making, mural painting, collage, computer graphics, and clay. See the world and yourself through the eyes of an artist. Create a portfolio of your best work for display and presentation at The LCJSMS Quarterly Gallery Opening. You will have the opportunity to reflect on your own creative process and create a unique personal portfolio.

Standard 1.1 (Art)	
The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.	
Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
How does creating art differ from viewing the arts?	Students will understand that...
To what extent does the viewer properly	Arts serve multiple functions: enlightenment, education, and entertainment both in creating and viewing

<p>affect and influence the art and the artist, and to what extent is the art for the artist?</p>	<p>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</p> <p>The artistic process can lead to unforeseen or unpredictable outcomes.</p>
<p>Areas of Focus: Proficiencies</p> <p>(Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>1.1.8.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.</p> <p>1.1.8.D.2 Compare and contrast various master works of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>	<p>Identify and discuss how a portrait is made and identify specific elements of art that make it successful</p> <p>Practice basic drawing techniques using line, shading, proportions, positive and negative space</p> <p>Create a value scale to use as a guide to identify light and dark areas in a portrait</p> <p>Identify a specific artist who will be used as an influence to produce several art pieces for a final art gallery show</p> <p>Create a self-portrait that follows the style of a well-known artist</p> <p>Sample Assessments:</p> <p>Class critique and exhibition of student produced artwork</p> <p>Analytic Rubric for course</p> <p>Students will produce a folder to archive artwork and potential pieces for gallery show</p> <p>Journal/Sketch Book entries include facts and information related to student selected artist and</p>

	<p>written reflection of daily progress</p> <p>Sample Instructional Strategies:</p> <p><u>Interdisciplinary Connections:</u></p> <p>How do portraits from an ancient civilization (Egypt) compare with contemporary portraits (Chuck Close)?</p> <p><u>Technology Integration:</u></p> <p>Use instructional online videos to reinforce drawing skills Student will demonstrate skill in combining text and imagery using computer technology</p> <p><u>Global Perspectives:</u></p> <p>Discuss how artists from around the world produce a body of work based on cultural content</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none">Creativity and InnovationCritical Thinking and Problem SolvingCommunication and CollaborationInformation LiteracyMedia LiteracyLife and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none">Financial, Economic, Business, and Entrepreneurial LiteracyCivic Literacy

Standard 1.2 (Art)	
The History of the Arts and Culture: All students will understand the role development and influence of the arts throughout history and across cultures.	
Big Ideas: All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
Does art define culture or does culture define art?	Culture affects self-expression, whether we realize it or not and self-expression effects culture
What is “old” and what is “new” in any work of art?	Every artist has a style; every artistic period has a style.
How important are “old” and “new” in art?	Artists and viewers bring their personal meaning to art, making old and new relative to individual perspective.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues and events that are chronicled in the histories of diverse cultures.</p> <p>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>Instructional Focus:</p> <p>With a group, create an art history time-line that represents all different time periods and art movements. Display timeline and add a tag to locate your research artist’s time period and art style.</p> <p>Create a 3-D paper mache or plaster mask that represents the style of a specific culture or time period</p> <p>Create a self-portrait mask showing the influence of Egyptian or Greco-Roman</p>

	<p>civilization</p> <p>Sample Assessments:</p> <p>Self-assessment using analytic rubric (attached)</p> <p>Journal/Sketch Book entries include drawings of potential ideas for mask based on cultural influences</p> <p>Class critiques and exhibitions of student work</p> <p>Instructional Strategies:</p> <p><u>Interdisciplinary Connections:</u></p> <p>Compare and contrast major works of 3-dimensional art according to historical and cultural perspectives</p> <p>Research and define specific art making terms (sculpture, paper mache, printmaking, plaster casting, drawing/ painting elements, and principles) and discuss how these apply to student work.</p> <p><u>Technology Integration:</u></p> <p>Introduction of Photoshop to produce alterations of self-portraits. Use of Photoshop to create mixed-media images of artist and student:</p> <p><u>Global Perspectives:</u></p> <p>Research, analyze and contrast self-portraits of artists from different art periods: Renaissance, Impressionism, and contemporary to examine differences and similarities.</p>
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p>

	<p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Standard 1.3 (Art)	
Performance: All students will synthesize those skills, media, methods and technologies appropriate to each art form in the creation and presentation of works of art.	
Big Ideas: Actively creating one's own art leads to a comprehensive understanding of the techniques and elements of art involved in the creative process.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
Does one technique or skill have more value than another?	The greatest artists often break with establish traditions and techniques to better express what they see and feel
Do technical skill and conceptual skill have equal value?	Available tools, techniques and resources influence artistic expression
Does an artist need an essential skill to	The arts serve multiple functions:

<p>produce a conceptual art piece?</p> <p>What role does presentation play in the value of a piece?</p>	<p>enlightenment, education, and entertainment.</p> <p>Though the artist's imagination and intuition drive the work, great art requires skills and discipline, as well as thoughtful presentation to turn notions into a quality product.</p> <p>The artistic process can lead to unforeseen or unpredictable outcomes.</p>
<p>Areas of Focus: Proficiencies</p> <p>(Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>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.)</p> <p>1.3.8.D.2 Identify various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/ nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using variety of genre styles.</p>	<p>Instructional Focus:</p> <p>Create multiple self-portraits using a mirror; emphasize one element of art in each portrait by using different pencil and watercolor media.</p> <p>Create a charcoal drawing of a portrait based on a digital image.</p> <p>Create multiple prints using linoleum carving techniques to recreate an image from a selected artist.</p> <p>Create a process book, showing the steps involved in making a final print.</p> <p>Sample Assessments:</p> <p>Self and peer assessment using analytic rubric (attached).</p> <p>Maintain sketchbook for personal use. Include visual notes as well as verbal: art vocabulary, description of artworks.</p> <p>Informal group discussions to evaluate printmaking process and check for understanding.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	

	<p>Sample Instructional Strategies:</p> <p><u>Interdisciplinary Connections:</u></p> <p>Discuss the mass production of visual and verbal communication from the development of the first printing press to the 21st Century. Compare and contrast the visual effects of various printmaking techniques; silk-screen, etching, block, lithography.</p> <p><u>Technology Integration:</u></p> <p>Select a work of art from the Metropolitan Museum of Art website (www.metmuseumofart.org) Research the artist and prepare an interview by developing questions and answers about the artist. Create a digital interview with an "artist".</p> <p><u>Global perspectives:</u></p> <p>Discuss how cultural differences play a role in the interpretation of visual arts. Compare the work of Japanese print artists to American printmakers, past and present.</p>
	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and</p>

	Entrepreneurial Literacy
	Civic Literacy
	Health Literacy

Standard 1.4 (Art)	
Aesthetics A: All students will demonstrate and apply an understanding of arts, philosophies, judgment and analysis to works of art.	
Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<p>Why study art?</p> <p>What constitutes a</p> <p>Thoughtful artistic judgment?</p> <p>What criteria should be used to assess art?</p> <p>Who determines what criteria should be used to assess art?</p>	<p>The arts serve multiple functions: enlightenment, education, and entertainment.</p> <p>The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision-making.</p> <p>Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</p> <p>Individuals can and do disagree about the value, power and source of art.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.8.A .1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p> <p>1.4.8.A .3 Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.</p> <p>1.4.8.A .6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to</p>	<p>Instructional Focus:</p> <p>Create a class "word wall" comprised of art vocabulary used within the unit. Students will refer to the wall for written and/or oral critique</p> <p>Compile information throughout the timeframe of the course on a specific artist, artistic time period and art genre to prepare a final written artist statement, which will be presented at student’s own gallery opening.</p> <p>Log personal sensory responses to the visual</p>

express new ideas.

qualities of their own and peers work in journal.

Sample Assessments:

Analytic Rubric for Course

Self-asses individual artwork by selecting four successful pieces from student's portfolio to display in gallery opening.

Assess understanding on how to keep an artist sketchbook by journaling thinking exercises, ideas and thumbnail sketches of student's projects.

Research format/checklist for self-assessment

Sample Instructional Strategies:

Interdisciplinary connections:

Focus on aspects of self identity by creating a grid drawing of a self portrait that reflects your physical traits as well as things that interest you represented on the background space.

Use linear-perspective to enhance the depth quality of a landscape painting.

Use the Japanese stab-binding technique to create a log journal.

Technology:

Design an artist business card in Photoshop

Create a final PowerPoint and/or I-movie portfolio presentation as an alternative and/or in addition to final presentation.

Global Perspectives:

Small and large group discussions dialoguing and decoding of student's own cultural assumptions and how these connect to international trends.

Compare and contrast two pieces of artwork from two artists of different backgrounds, and respond to the question of what cultural perspectives

	<p>influence this piece and what are the common needs people have to create art.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Standard 1.4 (Art)	
Aesthetics B: All students will demonstrate and apply an understanding of arts, philosophies, judgment and analysis to works of art.	
Big Ideas: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<p>How should criteria be identified to assess art?</p> <p>Why is critiquing one's own and others' work a valuable process?</p>	<p>Awareness of basic elements of style and design in visual arts inform the creation of criteria for judging originality</p> <p>Symbolism and metaphor are characteristics of art making</p> <p>The value of critiquing one's own and others' art is to foster meaning making, deeper emotional response and more inventive decision-making.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
1.4.8.B .1 Evaluate the effectiveness of a work of art by differentiation between the artist's technical proficiency and the work's content or form.	<p>Instructional Focus:</p> <p>Practice proper critique exercises to describe, analyze, interpret, and evaluate personal artwork, peer artwork and artwork from well known artists.</p> <p>Small and large group discussions on daily progress</p> <p>Write a self-critique personal statement describing your artistic process; challenges and solutions experienced to achieve your final piece</p> <p>Create a painting using the influence in style and/or aesthetic concept from a well known artist.</p> <p>Sample Assessments:</p> <p>Analytic Rubric</p> <p>Use portfolio art pieces to create an art gallery display that demonstrates</p>

knowledge of composition of design and juxtaposition of images

Submit a final portfolio composed of four outstanding student-selected pieces

Final gallery presentation representing student's own growth and development as well as artist's research information

Final student critique as integral part of final portfolio

Sample Instructional Strategies:

Interdisciplinary Connections:

As a class, discuss and research the artistic development of 20th and 21st century artists.

Advertise student gallery show by making prints using postcard design and distributing these to family and friends

Technology integrations:

Create an i-movie video as an alternative for a painting to better communicate a concept.

Become acquainted with computer graphics software Adobe Photoshop, I-photo, I-movie, to enhance the quality of a final art work.

Global Perspectives:

Use global themes of social criticism, such as politics, media, and cross-cultural perspectives, to convey ideas through 2D and 3D artwork pieces.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes

(as applies to content area):

Financial, Economic, Business, and

Entrepreneurial Literacy

Civic Literacy

Health Literacy