



# Unit Planner: Shape and Form

## Art 8

\*Archdiocesan Essential Curriculum > 2020-2021 > Grade 8 > Visual & Performing Arts > Art 8 (BP) > Week 16 - Week 22

Stage 1: Desired Results	
<p><b>General Information</b></p> <p>In this unit, students will learn how to create form in both 2-dimensional and 3-dimensional works of art in various forms of media.</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>• How can artists use shape to demonstrate pattern and repetition?</li> <li>• How can artists use different media and techniques to create 2-dimensional and 3-dimensional art?</li> </ul>
<p><b>Enduring Understandings and Knowledge</b></p> <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• that art can be 2-dimensional or 3-dimensional.</li> <li>• that artists can use a variety of media and techniques to create art.</li> <li>• that 2 dimensional art can appear 3-dimensional through various techniques.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Create 3-D artworks in variety of media</li> <li>• Use different methods and media to create texture in 3-dimensional artwork</li> <li>• Demonstrate pattern and repetition in original designs</li> <li>• Create the illusion of 3-D in 2-dimensional art</li> </ul>
<p><b>Connections to Catholic Identity / Other Subjects</b></p>	<p><b>Vocabulary</b></p> <p>2-dimensional art 3-dimensional art light-source pattern repetition sculpture shading shadow tessellations texture</p>
<p><b>Standards &amp; Frameworks Addressed</b></p> <p><b>MD: Fine Arts: Visual Art (2017)</b> <b>MD: Grades 6-8</b></p> <hr/> <p><b>Creating</b></p> <p><b>Anchor Standard 1 Generate and conceptualize artistic ideas and work.</b></p> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.</li> </ul> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts of histories and traditions of forms help us create works of art and design?</li> <li>• Why do artists follow or break from established traditions?</li> <li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul> <p>E:6-8:2: Determine the stages of the creative process in traditional or new media.</p>	

## **Anchor Standard 2 Organize and develop artistic ideas and work.**

### **Enduring Understanding:**

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives.

### **Essential Question:**

- How do artists work?
- How do artists and designers learn from trial and error in a safe and healthy environment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

E:6-8:1: Demonstrate persistence and intellectual risk taking through experimentation and innovation in order to develop a variety of skills and approaches to creating art.

E:6-8:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea.

## **Responding**

### **Anchor Standard 7 Perceive and analyze artistic work.**

#### **Enduring Understanding:**

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world.

#### **Essential Question:**

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?

I:6-8:1: Be self-directed learners to identify, describe, interpret, and produce visual representations of the physical qualities of observed form.

I:6-8:3: Reason effectively to analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks.

### **Anchor Standard 9 Apply criteria to evaluate artistic work.**

#### **Enduring Understanding:**

- People evaluate art based on various criteria.

#### **Essential Question:**

- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

I:6-8:2: Use the elements of art and principles of design to identify and compare ways in which selected artworks represent what viewers see, know, feel, and imagine.