



## CURRICULUM AT A GLANCE

### GRADE 8

#### Art Philosophy of the Westport Public Schools

The Westport Art Department's Vision is to develop our students' artistic literacy and global awareness by developing their ability to create, present, and respond to diverse art at the highest level in a safe and nurturing environment.

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

#### The Middle School Art Experience: Changing Over Time.

How do artists respond to the world in which they live? Middle school interests and awareness move from the self to more global thinking:

**6th Grade:INDIVIDUAL:** Who am I? Expressing personal experiences and identity

**7th Grade:GROUP:** Where do we come from? Making cultural connections

**8th Grade: GLOBAL:** What do we think about the world in which we live? Responding to an awakening social and political awareness

#### The art curriculum provides multiple opportunities for student discovery:

Encouraging experimenting and taking risks

Writing artists' statements

Collaborating in art-making

Developing art partners: critiquing each other's work-in-process

Critiquing in large groups: developing an art vocabulary and learning constructive criticism

Researching art historical references

ART	
Unit	Students will:
<b>CREATE</b> Investigate - Plan - Make, Reflect, & Refine	<ul style="list-style-type: none"><li>• Document early stages of the creative process visually and/or verbally in traditional or new media.</li><li>• Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.</li><li>• Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</li></ul>

	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Select, organize, and design images and words to make visually clear and compelling presentations.</li> <li>● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</li> </ul>
<p><b>PRESENT</b></p> <p>Select, analyze, and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> <li>● Develop and apply criteria for evaluating a collection of artwork for presentation.</li> <li>● Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</li> <li>● Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</li> </ul>
<p><b>RESPOND</b></p> <p>Interpret intent and meaning in artistic work.</p> <p>Apply criteria to evaluate artistic work</p>	<ul style="list-style-type: none"> <li>● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</li> <li>● Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</li> <li>● Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</li> <li>● Create a convincing and logical argument to support an evaluation of art.</li> </ul>
<p><b>CONNECT</b></p> <p>Relate knowledge and personal experiences to make art.</p> <p>Deepen understanding of ideas and works with societal, cultural, and historical context.</p>	<ul style="list-style-type: none"> <li>● Make art collaboratively to reflect on and reinforce positive aspects of group identity.</li> <li>● Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity</li> </ul>