Short Synopsis of the Course/Subject Areas of Focus

8th Grade Art

Create an environment for students to make art safely, in a student centered setting that encourages personal expression and a chance to enjoy the therapeutic nature of the subject.

Students will be encouraged to take creative risks through experimentation, room for variation and a focus on thinking like an artist.

A broad variety of materials will be used to develop an appreciation for various art making and learning styles, fostering a sense of confidence and craftsmanship in our young artists.

Art making concepts and techniques will be taught and reviewed, with opportunities for students to incorporate and develop their own personal style and methods.

Students will learn by making art, supplemented with cultural and historical references to enhance their work and enrich their learning.

Grade Level: 8th Grade
Subject: Art

Big ideas of the unit
Trimester 1
Unit One: Reviewing the Elements of Art

- Visual Arts can be categorized into different elements or components (Line, Shape, Value, Texture/Pattern, Color)
- Artists can use these elements to create artwork, but it also allows students a stronger vocabulary and understanding when analyzing and discussing works of art.
- Different mediums and artmaking techniques are better suited for different elements of art.
- Design a 5 letter word that incorporates the 5 elements of art, giving students choice of medium, opportunity for expression and ability to familiarize themselves with the concepts in a hands-on manner.

Unit Two: Rhythm Collages

- Students will be able to understand, recognize and use the concept of visual rhythm in a work of art.
- Artists will use the elements of art as the foundation for creating visual rhythm, while also allowing students personal experience and choice.
- The medium of collage will be used, allowing students to create with magazine cutouts, colored paper, construction paper or other mediums. Varieties of cutting tools and techniques will be explored as will gluing materials such as sticks, and mod podge.

Unit Three: Observational Drawing and Photography

- Students will be able to incorporate a variety of drawing techniques and skills to improve their ability to draw from a reference and from observation.
- A variety of drawing materials will be explored using pencil, charcoal, colored pencil, scratch board and pen/ink.
- Visual Composition will be explored every step of the way- referring to techniques such as the rule of thirds, golden ration, asymmetrical balance and visual rhythm.
- Digital Photography will be used to help reinforce the visual composition and framing aspects of the unit.

Unit Four: Utilitarian Sculpture

- Students will learn that artwork can have an aesthetic value and a utilitarian purpose at the same time.
- Artists will learn about a variety of firing clay hand building techniques that lend themselves to functional work and creating a variety of animals and creatures.
- Gargoyles will be referred to for their multifaceted purpose as an inspiration for student's own functional creatures.

Unit Five: The Modern Art Movement through Painting

- Students will research a specific artist from the modern art movement (late 19th to mid 20th century) and discover the essential part of their painting style.
- Students will learn about the modern art movement and the push for expression and abstraction due to a variety of circumstances including the industrial revolution, the invention of the camera, etc.
- Artists will create an acrylic painting to explore their artists style, with a variety of opportunities for personal expression and interpretation.
- A variety of painting and color mixing techniques will be explored, with a focus on incorporating a painting style into their own personal methodology.

Student learning standards (Students will be able to)

Visual Arts Anchor Standards-

Creating

1. Generate and conceptualize artistic ideas and work.

2. Organize and develop artistic ideas and work.

3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.

5. Develop and refine artistic techniques and work for presentation.

6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.

8. Interpret intent and meaning in artistic work.

9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.

11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Culturally responsive content and practices

Trimester 1

- Welcoming and affirming environment
- High expectations and rigorous instruction
- Inclusive curriculum and assessment
- Ongoing professional learning
- Exposing students to multiracial and ethnic experiences, students can see themselves or connect to the diversity in the variety of artists and resources available, including Fan Ho, Van Gogh, Kenny Scharf, Roy Lichtenstein, Warhol, Charles Demuth, Mason Archie.

Assessment plan

- Formal and informal student art critiques with a focus on learning standards, concepts and techniques.
- Student production of work (making art) qualifies as participating in the creative process, with evaluative feedback from the teacher to refine their methods and approaches.

Resources

Trimester 1

Fan Ho, Van Gogh, Kenny Scharf, Roy Lichtenstein, Warhol, Charles Demuth, Mason Archie

Modern art movement painters-

Rene Magritte
Pablo Picasso
Frida Kahlo
Georgia O'Keefe
Mark Rothko
Marc Chagall
Wassily Kandinsky
Marcel Duchamp
Henri Matisse
Jim Dine
Paul Klee
Salvador Dali
Vincent Van Gogh
Jackson Pollock
Arshile Gorky
Willem de Kooning
Franz Kline
Adolph Gottlieb
Robert Motherwell
Georges Seurat
Paul Signac
Max Ernst
Piet Mondrian
Frank Stella
Jacob Lawrence
Robert Delaunay
Kazimir Malevich