

8th Grade Art

Course Overview: In 8th-grade art class, students explore various artistic techniques and mediums, such as painting, drawing, and sculpture, to develop their creativity and self-expression. They learn about influential artists and art movements while applying elements of design like color, balance, and texture in their projects. Through hands-on activities and critiques, students refine their skills, gain confidence in their artistic abilities, and develop a deeper appreciation for visual arts.

COURSE OUTLINE

Unit One	Fonts and Patterns	6 days
Unit Two	Slab construction (working with a template)	6 days
Unit Three	Compositional Design	5 days
Unit Four	Choice Project	5 days

School- wide Academic Expectations Taught in this Course

- Communication
- Collaboration
- **Analysis**
- Literacy

School- wide Social Civic Expectations Taught in this Course

- Demonstrate Responsibility
- Demonstrate Resilience
- Demonstrate Respect

National Content Standards Taught in this Course

VA:Cr1.1.8a	Document early stages of the creative process visually and/or verbally in traditional or new media.
VA:Cr2.1.8a	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
VA:Cr2.2.8a	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.
VA:Cr2.3.8a	Select, organize, and design images and words to make visually clear and compelling presentations.
VA:Pr4.1.8a	Develop and apply criteria for evaluating a collection of artwork for presentation.

Common Core Standards

CCSS.ELA.Literacy.W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic.
CCSS.ELA. Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or a phrase important to comprehension or expression.
CCSS.ELA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.MATH.8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).

Unit 1: Fonts and Patterns

Introduction: Students will fill in a grid with adjectives that describe themselves and backgrounds. Students will choose fonts and patterns that evoke each adjective in each box. Once completed students will write about their work and have a class critique through digital media.

Desired Outcome(s):

- Through scaffolding learning experiences students will develop proficiency in the development of fonts.
- Students will be able to describe how different fonts can enhance a word.
- Foster creative expression in the production of an abstract self portrait.

CT State Standard(s): VA:Cr1.1.8a, VA:Cr2.1.8a, VA:Cr2.2.8a, VA:Cr2.3.8a, VA:Pr4.1.8a

Common Core Standard(s): CCSS.ELA.Literacy.W.8.1b, CCSS.MATH.8.NS.A.2

Essential Question(s):

- How can fonts illustrate/accentuate an adjective?
- How can different patterns and colors illustrate/accentuate a word?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
1. Create a list of adjectives that describe themselves. 2. Find and Practice particular fonts that evoke an adjective. 3. Practice shading with a color pencil. 4. Learn how to use a ruler to create a grid. 5. Create a final work of art with name and adjectives.	Speed Write Adjective search Demonstration Example share Sketch and share Exit ticket Art Boss Google Slides critique Exemplars Project Based Learning Individual conferencing	List of adjectives (<i>Analysis: D1</i>) Font Practice (<i>Analysis:D4</i>) Final Name Project (<i>Analysis: D1,D2,D3,D4, D5</i>) Font practice exit ticket Written reflection from teacher (<i>Analysis: D4</i>)

Suggested Resources and Texts: [Name Project Directions Slide](#), classroom worksheets/handouts, dafont.com, Google Search/Slides/Docs

Unit 2: Ceramic Mug

Introduction: Students will draft a unique ceramic mug they would like to make out of clay. Their draft must show a foreground, middleground and background. Students will then create a paper template to assist them in the construction of their ceramic mug. Third and foremost students will create their mug out of clay.

Desired Outcome(s):

- Students will create a unique 3-D ceramic mug using a paper template.
- Students will reflect on their work and participate in a class wide critique.

CT State Standard(s): VA:Cr1.1.8a, VA:Cr2.1.8a, VA:Cr2.2.8a, VA:Cr2.3.8a, VA:Pr4.1.8a

Common Core Standard(s): CCSS.ELA. Literacy.L.8.6

Essential Question(s):

- How can you use a paper template to aid your art making process?
- How can we differentiate between the foreground and the background on a flat surface?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
1. Design and sketch a mug to be made out of clay. Projects are cylindrical in style. 2. Create a paper template to assist in the creation of their project. 3. Learn how to and use the slab roller appropriately and effectively 4. Create a unique ceramic mug with a foreground middle ground and background. 5. Create a class wide google slide to exhibit their mugs	Google Classroom/ Google slides Modeling/demonstration Feed Forward Project Based Learning Art Boss Critique, formal or informal Peer review Individual conference	Sketch (<i>Analysis:D1</i>) Exit Ticket perseverance (<i>Analysis:D3</i>) Feed forward Unit Project (<i>Analysis: D1,D2, D3,D4, D5</i>)

Suggested Resources and Texts: [Ceramic Mug Slide](#), Wheelerarts.org, Google Search/Docs/Slide, Pinterest

Unit 3: Cover Redesign

Introduction: Students will learn how to develop their own book cover, movie cover, or album cover. Students will learn how to properly build a composition filling the entire page.

Desired Outcome(s):

- Students will learn how to identify and draw main characters, settings and themes in their re-design cover and recreate a well thought out balanced composition/ cover as if they were an illustrator.

CT State Standard(s): VA:Cr1.1.8a, VA:Cr2.1.8a, VA:Cr2.2.8a, VA:Cr2.3.8a, VA:Pr4.1.8a

Common Core Standard(s): CCSS.ELA.RL.8.2

Essential Question(s):

- How can you make a balanced, legible composition/cover of your favorite, book, movie or album cover?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
1. Determine what book, movie cover or video game cover they would like to recreate. 2. Complete helper worksheet packet to assist with idea development. 3. Draft a sketch including main characters, setting, title and illustrator. 4. Complete final drawing of book cover, movie poster ect.	Modeling/demonstration Book Cover Packet Feed Forward Peer-to-peer instruction and correction Critique, formal or informal Project Based Learning	Sketch Exit ticket “Are we ready for the final?” Feed Forward (<i>Analysis: D5</i>) Unit Project (<i>Analysis:D5</i>)

Suggested Resources and Texts: [Book Cover Re-design Slide](#), dafont.com, Google Docs, Wheelerarts.org

Unit 5: Choice

Introduction: Students will explore their favorite media they learned about this year to create an artwork of their choice that shows off their mastery of that media and its techniques. Additionally, students may explore a new material to better understand its particular qualities. Composition tips and tricks will be covered in order to ensure students make sound composition choices with this project. Students will build upon their prior learning of all media covered this semester in order to create an artwork of their choice.

Desired Outcome(s):

- To culminate this unit, students will create an artwork of their choice that shows their mastery of this media and its techniques.

CT State Standard(s): VA:Cr1.1.8a, VA:Cr2.1.8a, VA:Cr2.2.8a, VA:Cr2.3.8a, VA:Pr4.1.8a

Common Core Standard(s): CCSS.ELA.Literacy.W.8.1b

Essential Question(s):

- What makes a great artwork?
- What makes a quality composition?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
1. Draft a choice project for teacher approval. 2. Complete individualized scaffolding project given by teacher. 3. Participate in small group feed forward. 4. Complete choice project	Examples/directions via google slides Modeling/demonstration Peer-to-peer instruction and correction Critique, formal or informal Project Based Learning	Sketch Scaffolding exit ticket (<i>Analysis: D2</i>) Final Choice Project (<i>Analysis: D1, D2, D3, D4, D5</i>) Unit Choice Project (<i>Analysis: D1, D2</i>)

Suggested Resources and Texts: Wheelerarts.org, Google Search/Docs/Slide, Pinterest