

Grade 8 Arts

Units of Study

Music:	Rock The Baroque	Start: August	Duration: 1 Semester
<ul style="list-style-type: none"> • Concepts: Aesthetics, Boundaries, Genre, Innovation • Subject Specific Skills: Performing music, adapting music, using music technology to create a performance, identifying musical elements that make genres unique. • Learning Experiences: Students will create individual pieces of music that combine elements from two different genres, showing their skills in both performing and arranging music. 			

Drama:	Conscious Artistic Choices	Start: August	Duration: 1 Semester
<ul style="list-style-type: none"> • Concepts: Change, Composition, Audience, Interpretation • Subject Specific Skills: Performance skills (voice, body, movement), composing a scene with purpose according to an artistic intention, rehearsal process, directing. • Learning Experiences: Students will work in groups to create scenes with specific intentions, engage in practical exercises to develop voice and body expression, reflecting on, evaluating and analyzing scenes. 			

Visual Art:	Do You See What I See?	Start: August	Duration: 1 Semester
<ul style="list-style-type: none"> • Concepts: Aesthetics, Composition, Style • Subject Specific Skills: Analyze cultural artworks, critique artworks and compare and contrast Artworks • Learning Experiences: Students will develop questioning and reasoning skills, practice compositional skills, explore alternative materials and make creative connections. 			

UNIT 2:	Collaborative Production: Music, Drama, Visual Arts	Start: January	Duration: 1 Semester
<ul style="list-style-type: none"> • Concepts: Aesthetics, Role, Style, Interpretation • Subject Specific Skills: Creating a full production for an audience, from “page to stage” • Learning Experiences: Students will collaborate on props, set, lighting and sound, costume, acting or music and creating imaginative solutions to representing the world of the play. 			

Grade 8 Drama

Unit 1: Artistic Choices

Start: August

Duration: One Semester

LEARNING EXPERIENCES: In this unit, students will explore the nature of conscious artistic choices made by artists in the creation, refinement, and production of a piece. Students will analyze the impact of choices made on the audience as well as defend their choices in relation to their vision for the piece and their purpose in creating it.

CONCEPTS	CHANGE / composition / audience / interpretation
STATEMENT OF INQUIRY:	Changes made by artists in a composition express their vision and determine an audience's interpretation and understanding.
INQUIRY QUESTIONS:	
Factual:	What are the different elements of staging (e.g. proxemics, status, stage positions)? What are the design (technical) elements of theatre that can make a difference to the audience's interpretation? What are the elements of vocal expression? What are the tools actors / designers / directors use to create the world of the play?
Conceptual:	What is an artistic intention? A director's concept? How do directors compose a stage picture? How can stage space (and other elements of staging) be used to tell a story / communicate ideas and emotions? How do the interpretations of actor / director / audience intersect? What is the world of the play and how does it connect with the "real" world? What is the effect of making changes to any of the elements? What do audiences draw from when interpreting a piece of theatre?
Debatable:	How do artists decide what to keep and what to discard when creating a piece of theatre? What is the role of the director / designer / actor in the creative process? How do theatre practitioners manipulate their audience?
OBJECTIVES AND ASSESSMENT CRITERIA:	
A: Analyzing	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.
B: Organizing	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
C: Producing Text	Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
D: Using Language	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.
ATLs:	Self Management: -Managing time and tasks effectively Thinking (Process Journal): -The skills of creativity and invention – developing things and ideas that never existed before

RESOURCES / LITERATURE OPTIONS:

- Parts of the stage / space
- Caryl Churchill - "Love & Information"

SUMMATIVE ASSESSMENT TASKS:

- Final Performance

Grade 8 Music

Unit 1: Rock The Baroque

Start: August

Duration: One Semester

LEARNING EXPERIENCES: Students will learn about two discrete genres - what makes them unique, where they come from, what they reflect about the society they came from, etc. Students will develop performance skills (differentiated piano playing) and record their playing to include in their final product. Students will use their performance with genre-specific loops to create a piece of music combining features of the two studied genres.

KEY CONCEPT:

AESTHETICS

STATEMENT OF INQUIRY:

Combining characteristics of different artforms can sustain existing genres and develop new forms of expression.

INQUIRY QUESTIONS:

Factual:

What are the aesthetics of this genre? What common features can we find between these two musical genres? What is different? What is fusion?

Conceptual:

Why do people express themselves through music?
How do we define a genre? Where does one start and finish?
How does globalization impact the musical identity of different cultures?

Debatable:

Is classical music sustainable as an artform?
Should we categorize music?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

B: Developing Skills

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking Creatively

Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Communication Skills, Creative Thinking Skills
Reflection Skills

RESOURCES / LITERATURE OPTIONS:

- BBC BiteSize Hip Hop Information
- Historical information about classical music
- Pre-selected pieces of classical music
- Soundtrap - online composition platform

SUMMATIVE ASSESSMENT TASKS:

1. Individual performance
2. Create a piece of music that fuses the two styles of music we have studied, hip hop and classical, together using Soundtrap
3. Journal work evidencing process and product

Grade 8 Visual Arts

Unit 1: Do you See What I See?

Start: August

Duration: One Semester

LEARNING EXPERIENCES: In this unit, students will create a series of line drawings, exploring compositional strategies using various drawing techniques. They will explore artistic concepts like contour, blind contour, cross contour and value. The students will practice compositional skills, explore alternative materials and make creative connections.

KEY CONCEPT:	AESTHETICS / composition / style
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STATEMENT OF INQUIRY:	Drawing can be used to discover, observe and convey the world from new and interesting perspectives.
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INQUIRY QUESTIONS:	
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Factual:	What factors influence line and mark making?, How can line convey meaning? How many ways can an object be rendered?
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Conceptual:	What makes good art?
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Debatable:	Can we understand artists by understanding the marks they make on a page?
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OBJECTIVES AND ASSESSMENT CRITERIA:	
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A: Analyzing	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.
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B: Organizing	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
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C: Producing Text	Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
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D: Using Language	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.
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ATLs:	Communication Thinking
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RESOURCES / LITERATURE OPTIONS:

<https://www.artrepublic.com/articles/281-the-line-drawings-of-pablo-picasso-html/> / <http://www.drawingsofleonardo.org/> ;
http://www.theartstory.org/section_artists.htm# ; https://issuu.com/captcurk/docs/art_think-ways_of_working ;
<http://www.pablocicasso.net/drawings/http://www.artrepublic.com/articles/281-the-line-drawings-of-pablo-picasso-html/>

SUMMATIVE ASSESSMENT TASKS:

1. Create a series of line drawings exploring compositional strategies using various drawing techniques-contour, blind contour, cross contour, value, crates technique.
2. Commentary
3. Process journal

Grade 8 Arts

Unit 2: COLLABORATIVE PRODUCTION

Music / Drama / Visual Arts

Start: January

Duration: One semester

LEARNING EXPERIENCES: In this unit, students will create a production of a piece of musical theatre as a grade-level collaborative project. Students choose if they wish to participate as set or costume designers, lighting / sound technicians, scene-painters, actors or musicians. They select a production role according to their interests and talents and have the possibility of taking on leadership roles, e.g. as student directors. The play is performed for the school community.

CONCEPTS:	AESTHETICS / role / style / interpretation
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STATEMENT OF INQUIRY:	A production is the result of a collaborative artistic process where each role contributes to the communication of a purposeful aesthetic vision.
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INQUIRY QUESTIONS:	
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Factual:	What are the different production roles? What is some of the vocabulary associated with creating a production?
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Conceptual:	How do the different elements of a production (music, drama, set, costume etc) communicate ideas, mood, a vision? What is an aesthetic vision and why is it important?
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Debatable:	Which production role is the most important?
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OBJECTIVES AND ASSESSMENT CRITERIA:	
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A: Knowing and Understanding	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.
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B: Developing Skills	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
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C: Thinking Creatively	Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork
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D: Responding	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.
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ATLs:	Affective: managing conflict and frustration during a lengthy process Collaboration: the complexity of the production process and the teamwork required Critical and Creative Thinking / Problem-Solving with limited means (e.g. props, set, costumes)
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SUMMATIVE ASSESSMENT TASKS:

1. Creating and running a production - dependent on production role
2. Written responses to the process and reflection on final performance