

GRADE 8 TWO DIMENSIONAL ART

Description:

Two-Dimensional Art is an elective course that allows students to explore and express their creativity and individuality. This course builds upon prior knowledge of and encompasses the Elements and Principles of Art & Design. Students will experience higher order thinking skills through a variety of two-dimensional media. While advancing their problem-solving abilities, students will communicate ideas in a two-dimensional forum of drawing, painting, and design skills.

For emerging young adults, Art enables our 8th grade students to build self-esteem, aesthetic awareness and achieve personal artistic growth while deepening their understanding of the creative process.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Use the elements and principles of design to create a piece of art and recognize their importance in own artwork
- Build on prior knowledge to understand what is meant by good compositional arrangement
- Understand and use different media in own artwork including drawings, paintings and designs
- Understand how artists have used elements and principles of art to design compositions
- Understand the use of color theory in works of art.

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

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

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Course Skill Objectives

Students will:

- Use a variety of media in design
- Apply prior knowledge of the Elements and Principles of Design to their artwork
- Sketch, plan, and design their compositions prior to beginning their final piece.
- Use various design techniques to develop their compositions
- Demonstrate a knowledge of color theory and paint application

	<p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
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<u>Units</u>	<u>Essential Questions</u>	<u>Assessments</u>
Unit 1 - Drawing & Design Unit 2 - Line Unit 3 - Painting	<ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • 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? • How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation? 	Students will complete a summative assessment for each content topic: <ol style="list-style-type: none"> 1. Drawing & Design 2. Line 3. Painting <p><u>Sample performance Assessments</u> (See Attached Files)</p>

Pacing Guide		
1 Marking Period		10 Weeks
Unit 1 Drawing & Design 3 weeks	Unit 2 Line 2 weeks	Unit 3 Painting 5 weeks

Unit 1 – Drawing & Design

Unit Objectives

Students will be able to:

- Use the elements and principles of art & design to develop a good compositional arrangement
- Build on prior knowledge to create an organized & developed piece of art
- Understand and utilize various media to create a drawing/design
- Understand how artists have used the elements and principles of art to design successful compositions

Skill Objectives

Students will:

- Use a variety of media in design
- Use various design techniques to develop their compositions
- Apply prior knowledge of the Elements and Principles of Art & Design to their artwork

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard: 4 Select, analyze, and interpret artistic work for presentation</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> 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?</p> <p><u>Process Components</u> Perceive, Analyze, and Interpret</p> <p>Create a convincing and logical argument to support an evaluation of art.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Pen & ink • Charcoal • Calligraphy • Pencil (observational/ still life drawing) • Scratchboard • Pastels • Printmaking 	<ul style="list-style-type: none"> • Generate ideas for various types of display • Set up and present final art piece for class display • Mount or mat final artwork 	<ul style="list-style-type: none"> • Critique (group or individual) • Written response 	<ul style="list-style-type: none"> • Journal artist historical use of design as an art form • Technology use to discover historical references • Model personal art to reflect historical influences researched

Unit 2 – Line

Unit Objectives

Students will be able to:

- Understand line as it is used to create form.
- Recognize the various media that can create line.
- Identify line used as texture.
- Understand how artists have used line in their compositions.

Skill Objectives

Students will:

- Use a contour line to describe the edges of a form.
- Use a variety of lines to create texture.
- Use various line techniques to create a range of values.
- Draw an image using an assortment of lines.

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> 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?</p> <p><u>Process Components</u> Perceive, Analyze, and Interpret</p> <p>Create a convincing and logical argument to support an evaluation of art.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Still life drawing • Observational & reference drawing • Pen & Ink • Calligraphy • Printmaking • Foil Tooling 	<ul style="list-style-type: none"> • Generate ideas for various types of display • Set up and present final art piece for class • Mount or mat final artwork 	<ul style="list-style-type: none"> • Critique (group or individual) • Written response 	<ul style="list-style-type: none"> • Journal artist historical use of sculpting as an art form • Technology use to discover historical references • Model personal art to reflect historical influences researched

Unit 3 – Painting

Unit Objectives

Students will be able to:

- Understand what is meant by perspective.
- Recognize various styles of painting in historical references.
- Understand the use of color in value.
- Identify foreground, middle ground and background in compositions.

Skill Objectives

Students will:

- Sketch, plan, design, and refine their compositions prior to beginning a final piece.
- Use the camera/computer/Chromebook for reference.
- Select correct materials and use them appropriately in order to communicate their purpose in painting.
- Demonstrate a knowledge of color theory, paint application, & technique.
- Use color and value to create the illusion of the three-dimensionality.

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understanding</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> 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?</p> <p><u>Process Components</u> Perceive, Analyze, and Interpret</p> <p>Create a convincing and logical argument to support an evaluation of art.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Acrylic Canvas painting • Acrylic Mixed-Media painting • Tempera painting • Watercolor painting • Oil/Chalk Pastel painting 	<ul style="list-style-type: none"> • Generate ideas for various types of display • Set up and present final art piece for class display • Mount or mat final artwork 	<ul style="list-style-type: none"> • Critique (group or individual) • Written response 	<ul style="list-style-type: none"> • Journal artist historical use of sculpting as an art form • Technology use to discover historical references • Model personal art to reflect historical influences researched

8th Grade 2D - Harvest Still Life

	Exemplary 25-23	Accomplished 22-20	Developing 19-17	Below Standard 16-0	SCORE
<i>Please circle the category you feel best fits the work you completed. Write the Score in the right-hand column.</i>					
Technical Accuracy Created an original panorama composition of still life objects	Accurately drew natural forms from observation. Compositional layout format uses whole space of picture plane by touching edges, cropping & overlapping objects. Continuous movement & balance of imagery is evident throughout whole design.	Attempted to draw natural forms from observation. Compositional layout mainly uses whole picture plane – cropping/ overlapping are illustrated & most objects are not floating. Successful balance of objects & design illustrates some movement.	Somewhat drew the natural forms from observation. Compositional layout is somewhat balanced – attempted to touch edges, overlap & crop imagery. There is a slight sense of movement in the design.	You can tell the student was looking at the natural objects but most details are lacking and object remain flat looking. Balance of object is not evident and the design does not flow.	
Lesson Objective Emphasis of accented contour lines Blended color values in Chalk Pastel for Contrast	Student successfully incorporated & created interesting accented line work for visual emphasis of design. Chalk pastels have been mixed/ blended & create a balanced pattern of dark & light visual contrast.	Student attempted to incorporate visually interesting accented line work to emphasize design. Mixing of chalk pastels evident - a light & dark contrast of values is emerging in the design.	Student incorporated few accented lines to emphasize design. Light & dark contrast is not effectively communicated in the chalk pastels. Minimal color values mixed.	Student did not utilize the accent line for visual emphasis. Contrast in mixed color values in chalk pastel is not represented.	
Works Diligently	Student was self-motivated, self-directed and on task each class. Excellent use of class time.	Student took time to develop idea and complete project. Good use of class time.	Student took some time to develop idea and complete project. Adequate use of class time.	Student did not take time to develop idea and complete project. Was not on task for much of class time. Poor use of class time.	
Craftsmanship / Presentation	Artwork is neat, complete and maintained in a professional manner. No tears, smudges, or stray marks in the chalk pastel or pen work	Artwork is complete and maintained fairly neatly. No tears, minimal smudges or stray mark in the chalk pastel or pen work	Artwork is complete and maintained with an attempt at neatness. Artwork may be torn, smudged or have stray marks in both the chalk pastel or pen work.	Artwork is not completed and is maintained poorly. Artwork is torn, smudged, or has stray marks that distract from the image.	
<i>Final Score</i>				→	