



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade Art Curriculum

Course Description: A sixteen week exploratory class designed to help improve students' basic art skills; drawing, painting and sculpting, design artwork using a variety of media and techniques, develop students' creativity and self-expression, and recognize and use the art elements (line, shape, color, value, form, texture and space), and design principles (rhythm, balance, proportion, variety, emphasis, harmony and unity).

Scope and Sequence:

| Timeframe | Unit | Instructional Topics |
|-----------|--------------------|---------------------------------------------------------------------|
| 3 Weeks | Abstract | Topic 1: What is Art? Topic 2: Elements and Principles of Design |
| 4 Weeks | 3D Design | Topic 1: Tools/Processes Topic 2: Design |
| 4 Weeks | Realism | Topic 1: Grid/Contour Drawing Topic 2: Value Topic 3: Design |
| 3 Weeks | Painting | Topic 1: Color Theory Topic 2: Design Topic 3: Drawing |
| 2 Weeks | Printmaking/Fibers | Topic 1: Tools/Processes Topic 2: Design |

Curriculum Revision Tracking

Fall, 2019

- Aligned to the new Missouri Learning Standards

Fall, 2018

- Pacing revised to account for 45 days of instruction rather than 34
- ISTE Standards updated to reflect revised standards
- Unit 1
 - Unit title changed from “Drawing” to “Abstract”
- Unit 2
 - Unit title changed from “Ceramics” to “3D Design”
 - Essential questions and enduring understandings updated to match new unit focus
- Unit 3
 - Unit title changed from “Realistic Drawing” to “Realism”

Unit 1: Abstract

Subject: Art

Grade: 8th

Name of Unit: Abstract

Length of Unit: 3 weeks

Overview of Unit: Students use various lines and shapes to create rhythm, balance and space in an abstract artwork.

Priority Standards for unit:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting Standards for unit:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re8A.8 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.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|-----------------------|
| Images and words to make visually clear and compelling presentations | Select | Understand | 2 |
| Images and words to make visually clear and compelling presentations | Organize | Apply | 3 |
| Images and words to make visually clear and compelling presentations | Design | Apply | 3 |
| A convincing and logical argument to support an evaluation of art | Create | Create | 3 |
| Awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, | Demonstrate | Understand | 2 |

| | | | |
|--------------------------------------------------------------------------------------------|----------|-------|---|
| and creative commons as they apply to creating works of art and design | | | |
| Early stages of the creative process virtually and/or verbally in traditional or new media | Document | Apply | 3 |

Essential Questions:

1. Why is understanding the elements and principles of design important to all art processes?
2. How can you use rhythm and pattern to create abstract art?
3. How does abstract art support the creative process?

Enduring Understanding/Big Ideas:

1. It is important to understand the elements of art because they are the tools that make up all artwork. It is important to understand the principles of design because they are how you apply the elements in the artwork.
2. You may use rhythm and pattern through line, shape, and color variation.
3. Abstract art acts as an outlook for you to establish your voice, express emotions, and develop your artistic style through the creative process.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|--------------------------------------------------------------|---------------------------------------------------|
| Rhythm Pattern Balance Space Line Composition | Highlight Shadow Contour Implied texture |

Topic 1: What is Art?

Engaging Experience 1

Title: What is Art?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re8A.8 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.

Detailed Description/Instructions: Students will learn what art is. Students will engage in a discussion about various artwork from multiple genres. Students will critique art based on quality, subject matter, and purpose. Students will establish their own personal definition for art.

Possible questions for students:

- What is art?
- Should art look real?
- Should art be beautiful?
- Should art look real?

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Elements/Principles of Design

Engaging Experience 1

Title: Elements and Principles of Design Lotus Diagram

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students will learn the Elements and Principles of Design. Students will work in groups to define one element and one principle of design in their own words. They will include a written and visual examples for each word. On day two the students will share the definitions with the class using the document camera. By the end of the class the whole class will have two completed lotus diagrams. One for the Elements of Art and one for the Principles of Design.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Research/Brainstorming

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re8A.8 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.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research painting and develop their own project. General project expectations and examples will be explained to students. Students will then research and develop their own painting design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Culminating abstract drawing project where students are required to show the use of line, rhythm, pattern, balance and space through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 8th grade projects: Positive/Negative Space Zentangle Design, Wild Hair Design, Zentangle Landscape

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|-----------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| What is Art? | What is Art? | Students will engage in a discussion about various artwork from multiple genres. Students will critique art based on quality, subject matter, and purpose. Students will establish their own personal definition for art. | 1 class period |
| Elements and Principles of Design | Elements and Principles of Design Lotus Diagram | Students will work in groups to define one element and one principle of design in their own words. They will include a written and visual example for each word. On day two the students will share the definitions with the class using the document camera. By the end of the class the whole class will have two completed lotus diagrams. One for the Elements of Art and one for the Principles of Design. | 2 class periods |
| Elements and Principles of Design | Research / Brainstorming | General project expectations and examples will be explained to students. Students will then research and develop their own painting design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea. | 1 class period |

Unit: 3D

Subject: Art

Grade: 8th

Name of Unit: 3D

Length of Unit: 4 Weeks

Overview of Unit: Students will use 3D media and tools and demonstrate knowledge of 3D building techniques. Examples include: score, slip, seal, hollowing, wedging, form, actual texture, and proportion.

Priority Standards for unit:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting Standards for unit:

- VA:Re8A.8 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.
- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation.
- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|----------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|-----------------------|
| Images and words to make visually clear and compelling presentations | Select | Understand | 2 |
| Images and words to make visually clear and compelling presentations | Organize | Apply | 3 |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|---|
| Images and words to make visually clear and compelling presentations | Design | Apply | 3 |
| A convincing and logical argument to support an evaluation of art | Create | Create | 3 |
| 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 | Demonstrate | Understand | 2 |
| Early stages of the creative process virtually and/or verbally in traditional or new media | Document | Apply | 3 |

Essential Questions:

1. Why do artists make 3D work?
2. Why is it important create a balanced artwork?
3. How can you create actual textures in 3D?
4. Why is it important have to a hollow form if you are working with clay?
5. Why is it important to score, slip, and seal when combining two pieces of clay?

Enduring Understanding/Big Ideas:

1. You may create actual textures by using any object that can puncture or impress onto the clay surface.
2. It is important to have a hollow form so that your clay will dry properly and prevent cracking.
3. It is important to use proper technique to ensure that the artwork stays connected.
4. When determining the size of each element of your form, you must first compare proportion in order to create balance and stability.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|---------------------------------|-------------------------|
| Form | Wedge |
| Texture | Hollow |
| Proportion | Score |
| Balance | Slip |
| Actual Texture | Seal |

Topic 1: Tools/Processes

Engaging Experience 1

Title: 3D basics

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation.
- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.

Detailed Description/Instructions: Students will engage in various discussions and demonstrations in preparation to work with 3D media. Discussions and demonstrations will touch on basic 3D topics such as score, slip, and seal, hollowing, the stages of clay, clay procedures within the classroom, and proper use of tools. Students will support their understanding through notes as well as the discussions and demonstrations.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Design

Engaging Experience 1

Title: Research and Brainstorm

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Re8A.8 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.
- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation.
- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Culminating 3D project where students are required to show the use of form, texture and proportion through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 8th grade projects: Coin Banks, Tikkis, Whistles, Teapots

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|-------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Tools/ Process | 3D Basics | Students will engage in various discussions and demonstrations in preparation to work with 3D. Discussions and demonstrations will touch on basic 3D topics such as score, slip, and seal, hollowing, the stages of clay, clay procedures within the classroom, and proper use of tools. Students will support their understanding through notes as well as the discussions and demonstrations. | 2 class periods |
| Design | Research and Brainstorm | General project expectations and examples will be explained to students. Students will then research and develop their own design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea. | 2-3 class periods |

Unit 3: Realism

Subject: Art

Grade: 8th

Name of Unit: Realism

Length of Unit: 4 weeks

Overview of Unit: Students will use value in color and graphite to create realism in their drawings. They will use a grid and contour drawing to accurately draw their design before beginning to add value. Through the use of gridding and value the drawing will show balance, proportion and harmony.

Priority Standards for unit:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting Standards for unit:

- VA:Re7A.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|----------------------------------------------------------------------|------------------------------------------------------|-------------------------------|---------------|
| Images and words to make visually clear and compelling presentations | Select | Understand | 2 |
| Images and words to make visually clear and compelling presentations | Organize | Apply | 3 |
| Images and words to make visually clear and compelling presentations | Design | Apply | 3 |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|---|
| A convincing and logical argument to support an evaluation of art | Create | Create | 3 |
| 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 | Demonstrate | Understand | 2 |
| Early stages of the creative process virtually and/or verbally in traditional or new media | Document | Apply | 3 |

Essential Questions:

1. How do you create a contour line?
2. How do you apply value to create the illusion of form?
3. How do you apply value to establish contrast?
4. Why do you use a grid to create accurate proportions?
5. Why is it important to use harmony and balance in your composition?

Enduring Understanding/Big Ideas:

1. To create a contour line you draw the line which defines a form or edge and dramatic changes of plane within the form.
2. To apply value to create the illusion of form you replicate the lightness and darkness of the original image.
3. To apply value to establish contrast by exaggerating the lights and darks of the original image.
4. A grid is used to break a complicated image into smaller more manageable sections. When the grid is used the overall image is more accurately portrayed.
5. It is important to use harmony and balance in composition to give the feeling that all parts of the drawing form a coherent whole and to create the impression of equality of weight or importance.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|-----------------------------------------------------------------------------------------------------------|-------------------------|
| Balance Line Composition Value Shape Texture Proportion Harmony Contrast Color | |

Topic 1: Grid/Contour Drawing

Engaging Experience 1

Title: Grid Drawing

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Re7A.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students engage in a demonstration and practice of gridding. Students will discuss why gridding is helpful in creating accurate proportions.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Contour Drawing

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students will explore contour drawing. Students engage in a demonstration and practice of contour line drawing. Students may practice various kinds of contours such as blind, continuous and traditional. While practicing traditional contours, students will use their grid to create correct proportions. Students will create all contours prior to erasing their grid.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Design

Engaging Experience 1

Title: Research and Brainstorm

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students will research clay design and then develop their own project. General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating a realistic drawing project where students are required to show the use of line, shape, color, value, texture, contrast, balance, proportion, and harmony through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 8th grade projects: Portraits, Shading Technique in a Still Life, Object Drawing

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|-----------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Grid/ Contour Drawing | Grid Drawing | Students engage in a demonstration and practice of gridding. Students will discuss why gridding is helpful in creating accurate proportions. | 1-2 class periods |
| Grid/ Contour Drawing | Contour Drawing | Students engage in a demonstration and practice of contour line drawing. Students may practice various kinds of contours such as blind, continuous and traditional. While practicing traditional contours, students will use their grid to create correct proportions. Students will create all contours prior to erasing their grid. | 2-3 class periods |
| Design | Research and Brainstorm | General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea. | 2-3 class periods |

Unit 4: Painting

Subject: Art

Grade: 8th

Name of Unit: Painting

Length of Unit: 3 Weeks

Overview of Unit: Students will use paint and brushes to demonstrate knowledge of harmony, color, line, texture, value and proportion. Students may identify and apply color schemes to their painting.

Priority Standards for unit:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting Standards for unit:

- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|-------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|-----------------------|
| Original artwork | Create | Create | 4 |
| Artwork and subject matter | Describe | Understand | 3 |
| Elements and principles as they are used in artworks | Describe | Understand | 3 |
| The subject and theme | Interpret | Analyze | 3 |
| Artwork in detail | Describe | Understand | 2 |
| The use of elements and principles used in artworks | Analyze | Apply | 2 |

Essential Questions:

1. Why is color theory important to a painting unit?
2. How does value add dimension to a painting?
3. Why is having basic drawing skills important to develop before starting a painting unit?
4. Why is it important to have unity in a painting?
5. How do you properly care for painting tools such as brushes, palette and paint?

Enduring Understanding/Big Ideas:

1. Color theory is important to a painting unit because it teaches the importance of knowing the color wheel and color schemes. You may learn to use the three primary colors to mix any other color. It helps you to understand why some colors work together and other do not.
2. Value adds dimension to painting by properly using shading and highlighting within the painting to create the illusion of dimension.
3. You have to have basic drawing skills before for you start a painting unit to insure you will use space, proportion and line properly to accurately draw the subject before beginning to add paint.
4. Unity is important in a painting unit because it gives a sense of oneness to a visual image.
5. You properly care for painting tools such as brushes, palettes and paint by carefully cleaning supplies. Brushes need to be cleaned with cool water and dried in correct shape. Palettes should be completely wiped down with water and then dried before stacking. Paint should be properly stored.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|------------------------------------------------------------------------------------|-----------------------------------------------|
| Color Emphasis Contrast Harmony Texture Value Line Proportion | Color Theory Color Scheme Shade Tint |

Topic 1: Color Theory

Engaging Experience 1

Title: Color Theory Worksheet

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students will complete a color theory worksheet using only primary colored pencils to fill in the entire worksheet. They will practice making all colors from the color wheel and blending them to make accurate color wheel colors.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Creative Color Wheel

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students will explore the color wheel in a creative way. Students will create a color wheel that is in the form of something other than a circle and sketch the image in their sketchbooks. They will then use the three primary colors to completely fill in their creative color wheel. This will continue to help them develop the skill of color mixing.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Design

Engaging Experience 1

Title: Research/Brainstorming

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research clay design and develop their own project. General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Drawing

Engaging Experience 1

Title: Final Design

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students will compose a final design. Students will use their sketches to determine the design that will be most successful for their final project. They will then draw the design as accurately as they can before beginning the painting process.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating a painting project where students are required to show the use of harmony, color, line, texture, value, and proportion through the creation of a unique piece of art. At the conclusion of the unit, students will complete a self-assessment where they will critique and analyze their art.

Examples of 8th grade projects: Pop Art, Graffiti Painting

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|--------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Color Theory | Color Theory Worksheet | Students will complete a color theory worksheet using only primary colored pencils to fill in the entire worksheet. They will practice making all colors from the color wheel and blending them to make accurate color wheel colors. | 1 class period |
| Color Theory | Creative Color Wheel | Students will create a color wheel that is in the form of something other than a circle and sketch the image in their sketchbooks. They will then use the three primary colors to completely fill in their creative color wheel. This will continue to help them develop the skill of color mixing. | 2 class periods |
| Design | Research/ Brainstorming | General project expectations and examples will be explained to students. Students will then research and develop their own clay design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea. | 2 class periods |
| Drawing | Final Design | Students will use their sketches to determine the design that will be most successful for their final project. They will then draw the design as accurately as they can before beginning the painting process. | 1 class period |

Unit 5: Printmaking/Fibers

Subject: Art

Grade: 8th

Name of Unit: Printmaking/Fibers

Length of Unit: 2 Weeks

Overview of Unit: 8th grade students will demonstrate knowledge of emphasis, space, pattern, shape and line through printmaking techniques such as linocuts, woodcuts, screen printing, or transfer printing.

Priority Standards for unit:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting Standards for unit:

- VA:Re7A.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|------------------------------------------------------|------------------------------------------------------|-------------------------------|---------------|
| original artwork | Create | Create | 4 |
| artwork and subject matter | Describe | Understand | 3 |
| elements and principles as they are used in artworks | Describe | Understand | 3 |
| the subject and theme | Interpret | Analyze | 3 |
| artwork in detail | Describe | Understand | 2 |

| | | | |
|-----------------------------------------------------|---------|---------|---|
| the use of elements and principles used in artworks | Analyze | Analyze | 2 |
|-----------------------------------------------------|---------|---------|---|

Essential Questions:

1. How do you properly care for printmaking tools such as ink, linoleum cutters, palettes and brayers?
2. How might you achieve radial balance through printmaking?
3. How do you ensure safety when using carving linoleum blocks?
4. How can various textiles be used to create a variety of fiber arts?

Enduring Understanding/Big Ideas:

1. You may care for printmaking tools through washing and carefully storing supplies.
2. You may achieve radial balance through rotating prints around a central point.
3. To ensure safety, always carve away from your hand and body, keep your fingers behind the blade, carve slowly, and use the correct size of cutter for the correct areas.
4. Textiles such as yarn, cloth and paper may be used to create a variety of fiber arts through weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|-----------------------------------------------|-------------------------|
| Emphasis Space Pattern Shape Line | Brayer Ink Fibers |

Topic 1: Tools/Processes

Engaging Experience 1

Title: Printmaking 101

Suggested Length of Time: 2 class periods

Standards Addressed

Priority

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting

- VA:Re7A.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation

Detailed Description/Instructions: Students will engage in various discussions and demonstrations in preparation to work with printmaking. Discussions and demonstrations will touch on basic printmaking topics such as printmaking procedures within the classroom, and proper use of printmaking tools. Students will support their understanding through notes as well as the discussions and demonstrations.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Design

Engaging Experience 1

Title: Research and Brainstorm

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations
- VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art.
- VA:Cr2B.8 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:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Supporting:

- VA:Re7A.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Pr4A.8 Develop and apply criteria for evaluating a collection of artwork for presentation

Detailed Description/Instructions: One example is: General project expectations and examples will be explained to students. Students will then research and develop their own printmaking design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Culminating printmaking project where students are required to show the use of emphasis, space, pattern, shape, and line through the creation of a unique piece of art.

Examples of projects: Linocut Stamps, Pattern Making, Woodcuts, Screen printing T-Shirts, and Transfer Printing

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Tools/ Processes | Fibers 101 | Students will engage in various discussions and demonstrations in preparation to work with printmaking. Discussions and demonstrations will touch on basic printmaking topics such as printmaking procedures within the classroom, and proper use of printmaking tools. Students will support their understanding through notes as well as the discussions and demonstrations. | 2 class periods |
| Design | Research and Brainstorm | General project expectations and examples will be explained to students. Students will then research and develop their own printmaking design according to the project expectations provided. Students may create various rough ideas through the brainstorming process before deciding and finishing one final idea. | 2 class periods |

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.