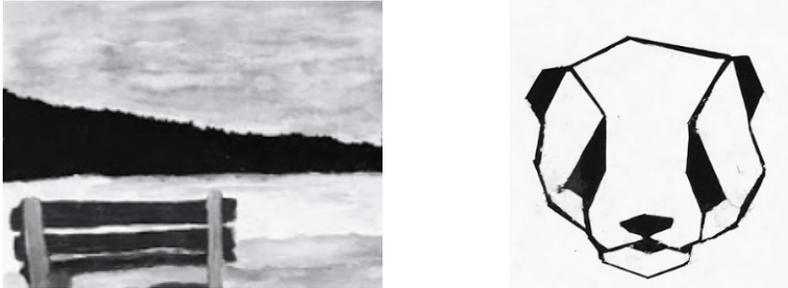
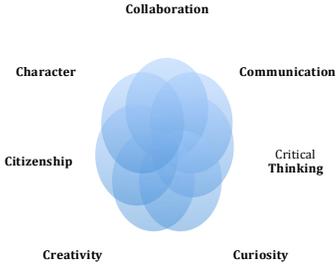


Content Area: Art	Course: Eighth Grade Art	Grade Level: Eight
		<p data-bbox="1066 459 1465 488">R14 The Seven Cs of Learning</p> 
Unit Titles		Length of Unit
<ul data-bbox="243 1003 831 1032" style="list-style-type: none"> • Incorporation with found objects and items 		<ul data-bbox="1115 1003 1262 1032" style="list-style-type: none"> • Ongoing
<ul data-bbox="243 1053 527 1083" style="list-style-type: none"> • American Artwork 		<ul data-bbox="1115 1053 1262 1083" style="list-style-type: none"> • Ongoing
<ul data-bbox="243 1104 569 1133" style="list-style-type: none"> • Making a composition 		<ul data-bbox="1115 1104 1262 1133" style="list-style-type: none"> • Ongoing
<ul data-bbox="243 1154 537 1183" style="list-style-type: none"> • The Etiquette of Art 		<ul data-bbox="1115 1154 1262 1183" style="list-style-type: none"> • Ongoing
<ul data-bbox="243 1205 432 1234" style="list-style-type: none"> • Art History 		<ul data-bbox="1115 1205 1262 1234" style="list-style-type: none"> • Ongoing



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Incorporation with Found Objects and Items	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Can you create your own artwork, and use someone else’s work? • Who owns a piece of art when multiple people create it? • Is every picture on the internet privately owned? • Have artists in the past used other artists work and images? 		
Standards*	Create: Investigate: VA:Cr2.2.8a		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Free use images and how they function on the internet • Using images as references • Appropriately using another artists work in a piece • Artists who have appropriated other peoples work into their piece • Critically responding to the appropriation of another person's work 		
Key Vocabulary	Printmaking, Found Objects, Collage, Found Art, Plagiarism, Critique, Constructive Criticism, Judgment, Analyze, Describe, Interpret, expressive lines, perspective, achromatic, still life, landscape		

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Incorporation with found objects and items	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • which images are free use and which ones are not • Strategies for giving feedback while creating work • historical understanding of borrowing images • historical context of appropriating images and artwork 	<ul style="list-style-type: none"> • 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 • create a piece of artwork using images or text created by other people • appropriately use found images in individual artwork • engage in the planning process for a large project with several peers • create artwork with a group of peers • provide feedback to peers while creating work

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	teacher generated resources

Unit Title	American Artwork and you as a modern artist	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Does someone’s culture determine what type of art they will create? • What determines the materials that someone uses to create artwork? • If you could only make artwork from items you could find in your town, what would you use? 		
Standards*	Respond: Perceive: VA:Re.7.1.8a		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Aesthetic choices in art, symbolism, references to color and iconography • How cultures references are similar and different • References in relation to American culture from Revolution to the modern era 		
Key Vocabulary	symbolism, modern artist, iconography, culture, aesthetic		

Unit Title	American Artwork and you as a modern artist	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● major art movements in American history ● aesthetic changes in American artwork ● symbols in American artwork 	<ul style="list-style-type: none"> ● explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others ● compare and contrast common themes in American Artwork ● examine important artworks that shaped American culture ● incorporate symbols and icons into their own artwork, as evidence through writing

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	teacher generated resources

Unit Title	Making a Composition	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What similarities are there between modern still lives and historic still lives from the 17th and 18th century? • How can objects in art influence the artwork? • Do all still lives have the same standards? Are there different criteria for different types of work? 		
Standards*	<p>Present: Select: VA:Pr4.1.8a:</p> <p>Respond: Perceive: VA:Re.7.2.8a Analyze: VA:Re8.1.8a Interpret: VA:Re9.1.8a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Incorporating symbols into artwork • Using color and objects to create mood and message • Composition to tell a narrative without words • Analysing artwork to gain a deeper understanding of the context of the work • Building a set rubric to evaluate class created artwork • Choosing media and mediums that express explicit moods and intentions 		
Key Vocabulary	Describe, Judgement, Interpret, Analyze, Symbolism, Tertiary Colors, Art Criticism, Balance, Symmetrical, Asymmetrical, Triangular Composition, Directional Lines, Analogous Colors		

Unit Title	Making a Composition	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● what cool and warm colours have meant in paintings ● the meanings and moods used by artists in the past using different mediums ● the different purposes for still lives in American History and compositions ● the effect of media and mediums on the intention of the artwork 	<ul style="list-style-type: none"> ● develop and apply criteria for evaluating a collection of artwork for presentation ● create an artist statement on a still life ● compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions ● interpret art by analyzing the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed ● create a convincing and logical argument to support and evaluation of art ● procure items that support an artist's statement ● design a composition that supports the artist's purpose and statement ● select a medium that best supports the meaning and mood of the piece designed ● design a color palette that best captures the mood of the piece ● create a criteria for the artwork created ● provide feedback to students around criteria

Assessments:	classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing
Teacher Resources:	teacher generated resources

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? 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>		
Standards*	<p>Create: Investigate: VA:Cr2.2.8a Reflect- Refine- Continue: VA: Cr3.1.8a Present: Select: VA:Pr4.1.8a Analyze: VA:PR5.1.8a Share: VA:Pr6.1.8a Respond: Perceive:VA:Re7.2.8a Analyze: VA:Re8.1.8a Interpret: VA:Re9.1.8a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgment</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one's creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium, Former student work

Unit Title	Art History	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>		
Standards*	<p>Present: Share: VA:Pr6.1.8a</p> <p>Connect: Relate: VA:Cn11.1.8a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art 		
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance		

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind ● make connections between art and culture ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work