

**Unit 4: Modeling**  
**8<sup>th</sup> Grade Art**  
21 Class Meetings

Created June 2021

**Essential Questions**

- How can human images resonant emotion and identifiable states of being?
- Why are human images so prevalent across cultures and though out history?

**Enduring Understandings with Unit Goals**

**EU 1:** Man has been creating figurative art for thousands of years

- Examine the origins of figurative art
- Explore types of figurative artists and their work

**EU 2:** The human face is both expressive and complex

- Examine facial features and proportions of the human face
- Experiment with tools and model a mini expressive relief face in clay
- Evaluate surface applications for finishing options

**EU 3:** Modeling is a process that requires patience and persistence

- Prepare and construct an armature
- Select, research, prepare, plan, sketch, and model a 3D human hero head
- Apply paint to the surface of the base and the head for presentation
- Evaluate and reflect on your work and experience modeling your
- Critique a peer's work and give helpful feedback
- Demonstrate vocabulary acquisition and unit content by taking quizzes

**Standards**

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**Common Core State Standards:**

- **VA:Cr3.1.8a:** Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- **VA:Cr1.1.8a** Document early stages of the creative process visually and/or verbally in traditional or new media.
- **VA:Re7.2.8a:** Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- **ELA-Literacy:** cite text-based evidence to support an analysis of informational text. (RI 6.1)

**ISAAC Vision of the Graduate Competencies**

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

**Unit Content Overview**

**Man has been creating figurative art for thousands of years**

- Examine the origins of figurative art
- Explore types of figurative artists and their work
- Key vocabulary and terms: figurative,

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**The human face is both expressive and complex**

- Examine facial features placement and proportions of the human face\*
- Experiment with tools and model a mini expressive relief face in clay \*
- Evaluate surface applications for finishing options
- Key vocabulary and terms: symmetry, proportions, relief

**Modeling is a process that requires patience and persistence**

- Prepare and construct an armature\*
- Select, research, prepare, plan, sketch, and model a 3D human hero head \*\*\*\*
- Apply paint to the surface of the base and the head for presentation\*\*
- Evaluate and reflect on your work and experience modeling your 3D hero head
- Critique a peer's work and give helpful and specific feedback\*
- Demonstrate vocabulary acquisition and unit content by taking quizzes
- Key vocabulary and terms: armature, base, "in the round", rubric, criteria, feedback, peer

**Interdisciplinary Connection:**

1. Language Arts
2. Math
3. Science
4. Social Studies

**Daily Learning Objectives with *Do Now Activities***

**SWBAT:**

- *Differentiate* the origins of figurative works of art
  - *Do you think that the human image is powerful? Explain why?*

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- *Compare* types of figurative artists and their work
  - *Compare and contrast abstract vs representational works? How are they the same and how are they different?*
- *Analyze* facial features and proportions of the human face
  - *Where are the eyes on the human face located? Draw them in on this example.*
- *Experiment* with tools and model a mini “relief” face in clay
  - *Create the shape of a typical human face using the clay. Divide the face into halves then locate and mark where the eyes should go.*
- *Explain* surface applications for finishing options
  - *Describe what you see in the image. What is the artist’s message is? Explain why you think that.*
- Prepare and *construct* an armature
  - *What is the purpose of an armature? Give an example.*
- *Design* and assemble the armature to the base
  - *What purpose does the base serve in this project? Explain.*
- Select, research, *prepare, plan,* sketch, and model a 3D human hero head\*\*\*\*
  - *Explain what you think a hero is? Give an example of someone that is a hero.*
- *Plan,* and draw out your hero from 3 points of view.
  - *Why do you think is important for an artist to look at an object from multiple views? Explain what you mean?*
- *Create* a base layer of clay for your hero head then mark the position of the features, and model the nose.
  - *Why do you think is important for an artist to mark where all facial features go on the face? Explain what you mean?*
- *Model and create* the eyes and mouth using your drawing and photos as a guide.
  - *“The eyes are the window to the soul”? Explain what you think this means?*
- *Model and create* the ears and hair on your hero head
  - *Why do you think is important for an artist to mark where all facial features go on the face? Explain what you mean?*
- *Modify* any details or textures that are needed to finish up your sculpture
- Apply paint for finishing and *prepare* for presentation
  - *What is the purpose of adding paint to you project? Explain?*
- *Evaluate and reflect* on your own work and experience creating your 3D hero head
  - *Why do artists reflect on their own work? What can artists gain from this process?*
- *Critique* a peer’s work and give helpful and specific feedback
  - *Why do you think is it important for artists to talk about and view other artists works of art?*

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- *Demonstrate* vocabulary acquisition by taking quizzes.

**Instructional Strategies/Differentiated Instruction**

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Feedback and Critique
- Revising and editing
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework
  - *EL Differentiated Strategies*
    - Word walls
    - TWPS (Think, write, pair, share)
    - Pre-reading strategies
    - Culturally responsive teaching
    - Explicit modeling
    - Key Vocabulary
    - Graphic organizers
    - Strategic grouping
- Non-verbal Assessments

**Assessments**

**FORMATIVE ASSESSMENTS:**

- Warm-ups (SBAC)
- ABCD Cards
- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions

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- Do Now
- Student-led instruction
- Homework
- In process critique
- Future Rubric Assessment in 2021-2022

**SUMMATIVE ASSESSMENTS:**

- Vocab. Quizzes - EU 1, 2, 3
- Modeling Task and Critique

**Unit Task**

**Unit Task: “3D Hero Head”** Sculpture and Critique

**Description:** Students will research a hero of their choice. Artists will plan, draw, and model a 3D hero head in clay. The challenge for these artists is to learn about the structure of the human head, facial features, and its expressive qualities. Artists will model a sculpture that is realistic and has meaning for them. Students will be assigned to evaluate and critique another student’s sculpture based on rubric criteria. They will accurately use the art vocabulary from this unit in their reflection and critique.

**Evaluation:** Summative Assessment and Rubric

**Unit Resources**

- Visual Images
- Flipped Google Classroom Videos
- Videos
- Google Slides Presentations

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- Worksheets
- Pencils, Paper
- Laptops
- Computer
- Adhesive materials
- Recycled materials