

Content-based goals: Grade 8 (one semester course)

In addition to reinforcing, deepening and expanding on content and skills learned in previous years, the eighth grade art curriculum includes:

I. Introduction to the formal properties of artworks**The Elements of Art: Introduce the “building blocks” of art (E)**

1. **Line (E1)**
 - a. Improve line control and achieve varied line quality through drawing practice with different media.
 - b. Continue making preliminary sketches for more finished artworks.
 - c. Incorporate overlapping, perspective, geometric and organic shapes using a variety of lines.
 - d. Use varied line weights and achieve line consistency in ink paintings.
2. **Color (E2)**
 - a. Continue practicing mixing and blending increasingly subtle colors and tints.
 - b. Use the art specific vocabulary of color theory in class discussions, critiques and sketchbook entries.
 - c. Continue developing specific color schemes to suggest moods or for a variety of visual effects.
 - d. Apply color theory on 3-D sculptures to create contrast and movement.
3. **Texture (E3)**
 - a. Explore how to apply different media to achieve varied textures in works of art.
 - b. Practice using texture to enhance works of art and to add visual interest and complexity in a collage.
 - c. Explore how the application of different textures alters the surface appearance of art objects.
 - d. Include texture in a clay surface treatment.
4. **Shape (E4)**
 - a. Learn to identify and create increasingly complex geometric shapes
 - b. Create composite figures using various shapes in collage.
 - c. Use positive and negative space effectively in a rubber block print and clay relief.
5. **Form (E5)**
 - a. Understand and create 3D artworks that define actual space.
 - b. Create a design demonstrating an understanding of 3-D form and space.
 - c. Create a paper mache sculpture.
6. **Space (E6)**
 - a. Continue using the rules of atmospheric perspective in artworks.
 - b. Create increasingly complex compositions using negative and positive space.
 - c. Illustrate background, middle ground and foreground in a landscape collage.
7. **Value (E7)**
 - a. Know the relationship between value and color.
 - b. Practice drawing shadows and highlights from direct observation.
 - c. Continue using value contrast in works of art.
 - d. Represent a variety of values using ink and watercolor.

The Principles of Design: Introduce basic compositional effects (P)

1. **Repetition/Pattern (P1)**
 - a. Create patterns using varied media.
 - b. Use increasingly complex patterns in 2-D and 3-D artworks.
2. **Balance (P2)**
 - a. Create symmetrical and asymmetrical balance in works of art.
 - b. Recognize how artists create balance in complex works of art.

- a. Use diagonals to create a balanced composition.
2. **Movement (P3)**
 - a. Use different elements of art to create the illusion of movement in 2-D and 3-D artworks.
 - b. Identify and discuss movement in works of art.
3. **Emphasis (P4)**
 - a. Define and identify composition.
 - b. Understand what makes one composition more successful than another.
 - c. Plan and create a successful composition.
 - d. Define and identify a focal point.
 - e. Create focal points in works of art.

II. Exploration of art media (M)

1. Identify media used in different works of art. (M1)
2. Combine media to create mixed media artworks. (M2)
3. Learn how to create forms for paper mache sculpture. (M3)
4. Learn more sophisticated uses of ink and watercolor paint media: mixing and blending color to enhance spatial and value effects. (M4)
5. Learn about various surface treatments in 2D and 3D artworks. (M5)
6. Gain mastery of varied art media used to date in preparation for Studio in Art course at the high school level. (M6)

III. Introduction to art-making techniques (T)

1. Create artworks using different art-making techniques. (T1)
2. Use texture to create value contrast. (T2)
3. Create a ceramic relief: learn the slab method of construction; understand the drying and firing process; learn the proper use of clay tools and methods. (T3)
4. Practice and master proper use of art-making tools and supplies (such as correct way to hold a paintbrush); learn how to care for art materials and tools; learn safety issues related to tools and media. (T4)
5. Recognize and learn use of different brushes: acrylic, watercolor, calligraphy/ bamboo, etc. (T5)
6. Practice cutting of materials and safe use of x-acto and mat knives. (T6)
7. Create increasingly complex artworks by mixing and combining media. (T7)
8. Gain mastery of a variety of art-making techniques practiced to date in preparation for Studio in Art course at the high school level. (T8)

IV. Introduction to art-critical thinking (AC)

Creative expression: using themes, symbols, events and personal experiences

1. Express ideas and feelings about students' world. (AC1)
2. Create the following types of artworks: drawing from direct observation, still life, portrait/ self-portrait, landscape, image/ sculpture of animals, relief, mural, abstract design, story quilt/shield, etc. (AC2)
3. Incorporate cross-curricular themes and current events in works of art. (AC3)
4. Create individual and collaborative artworks. (AC4)
5. Identify and contrast the use of symbols, themes, events and personal experiences in works of art. (AC5)
6. Create artworks using symbols, themes, events and personal experiences. (AC6)
7. Learn, understand and use art-specific vocabulary correctly. (AC7)
8. Learn to follow increasingly complex, sequential directions related to art-making (written and spoken). (AC8)

Art critical analysis: learning to "read" works of art

9. Continue practicing VTS to view, compare and contrast works of art. (AC9)
 10. Practice using art specific vocabulary in class discussions and critiques. (AC10)
- Introduce how to self-assess works of art using art specific language and targeted goals. (AC11)

V. Introduction to cultural awareness and art history (AH)

1. Learn about what artists do, how they create their work and how art is shown and sold. **(AH1)**
2. Distinguish among the following: painter, potter, illustrator, sculptor and photographer, weaver, etc. **(AH2)**
3. Explore the names and works of different artists through visual resources and artist visits to the classroom. **(AH3)**
4. Learn about the arts of different cultures; use art as a means to learn about other cultures; learn about the functions of art in other cultures. **(AH4)**
5. Identify the techniques, styles and influences in the arts of other cultures. **(AH5)**
6. Create artworks using the techniques, styles and influences of other cultures. **(AH6)**