

Wilson Area School District Planned Course Guide

Title of planned course: 8th Grade Art

Subject Area: Art

Grade Level: 8th

Course Description: This course builds upon students prior knowledge further expanding the students' understanding of Elements and Principles of Design. In addition, cross curricular components continue to be incorporated throughout the art experience. Students will complete their intermediate experience in the areas of painting, drawing, and sculpture which will enable them to better prepare for high school level elective art classes. Students will also be able to apply the process of criticism to identify characteristics among works of different artworks and styles. Historical art content is connected to their studio projects in order to achieve greater emphasis on art appreciation and techniques.

Time/Credit for this Course: 7 weeks (36 classes) Students meet everyday for the rotation.

Curriculum Writing Committee: Regina Moyer

Wilson Area School District Planned Course Materials

Course Title: 8th Grade Art

Textbook: Art a Global Pursuit

Teacher Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Colleagues
- Artists and Visuals:

Michelangelo:

Artworks: *Pieta, St. Peter's Basilica, Head of a Faun, Sistine Chapel*

Raphael:

Artworks: *Villa Madama, Villa Farnesina, Portrait of a Man*

Leonardo da Vinci:

Artworks: *The Last Supper, Mona Lisa, Portrait of a Musician, La Scapigliata, Head of a Bear, Portrait of a Man in red chalk, Great Kite, Robot*

Donatello:

Artworks: *Equestrian statue of Gattamelata, San Rossore Reliquary, Stained glass window designs in the dome of the Santa Maria del Fiore Cathedral (He was one of the artists that designed them.)*

Brunelleschi:

Artworks: *Duomo di Firenze (designed the largest famous dome), 1st person to describe a system of linear perspective, Bronze Doors*

Albrecht Durer:

Artworks: *Portrait of a Young Venetian Woman, Knight-Death and the Devil, Young Hare*

Louise Nevelson:

Artworks: *Sky Cathedral, Night Tree, Atmosphere and Environment, Night Sail, Lunar Landscape, Cascade VII, Royal Tide I and II, Dawn's Wedding Chapel IV, Black Zag I, Bride and Groom, Persistence, White Vertical Water, Dream House Wall II*

Curriculum Map

Week 1: Design (Elements and Principles)

Week 2 and 3: Color and Painting

Week 3 and 4: Drawing (2-D)

Week 5 and 6: Sculpture (3-D)

Curriculum Scope & Sequence

Planned Course: 8th Grade Art

Unit: Design (Elements and Principles)

Time frame: 5 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Apply the Elements (color, shape, line, space, texture, value) and Principles (balance, contrast, emphasis, movement, proportion, repetition, harmony) of design to a preliminary sketch in order to create a unique design
- Understand and articulate vocabulary for techniques, materials used, and Elements and Principles of design to create unique pieces
- Demonstrate proper, safe handling of tools and media

Core Activities: Students will complete/participate in the following:

- Creative cubes
- Poster design
- Masks

Extensions:

- Create advertisements for menus in the cafeteria or upcoming school event
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites recommended by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: 8th Grade Art

Unit: Color / Painting

Time frame: 8 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Use prior color theory knowledge in their paintings
- Design drawings to be altered into painting
- Demonstrate an understanding of spatial relations and use of perspective
- Understand various painting styles by viewing posters, slides and computer sites
- Demonstrate an understanding of foreground, middle-ground and background

Core Activities: Students will complete/participate in the following:

- Color theory paintings
- Adding color to 3D pieces
- Use of color to enhance unique designs (e.g. masks, posters...)

Extensions:

- Art books to research different color schemes and painting styles.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
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- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: 8th Grade Art

Unit: Drawing (2-D)

Time frame: 5-6 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Recognize the Elements and Principles of design in composition
- Understand how the picture plane relates to the composition
- Demonstrate care of equipment and supplies properly
- Make a thumbnail sketches or sloppy copies
- Draw with various media: pencil, pen, brush
- Comprehend and articulate art vocabulary

Core Activities: Students will complete/participate in the following:

- One point perspective or portraits
- Pencil, charcoal, and oil pastels to expand drawing skills with a variety of media

Extensions:

- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites recommended by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
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Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
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Curriculum Scope & Sequence

Planned Course: 8th Grade Art

Unit: Sculpture (3-D)

Time frame: 10 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Recognize forms as objects with three dimensions
- Design and construct a three dimensional forms from various materials: clay, paper mache, paper, wire, and plaster
- Understand the concept of spatial relationships
- Recognize and be able to identify artwork from a number of artists and cultures
- Demonstrate skill in handling the tools and materials of 3-D media
- Comprehend and articulate vocabulary to identify technique and media

Core Activities: Students will complete/participate in the following:

- Clay projects
- Mask construction
- Paper sculptures with various materials: paper mache, paper, wire, wood, cardboard, and plaster

Extensions:

- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view sculptures.
- Using found objects, construct a 3-D structure to represent a theme or emotion.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

Materials & Resources:

- Textbook
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Assessments:

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