Catasauqua Area School District
Planned Course of Study

Course Title: Visual Art

Grade Level(s): 8th Grade

Course Description

The 8th Grade Visual Art Curriculum will allow students to have creative responsibility for their artwork. The material, tools techniques and skills will be introduced for each project, but students make artistic decisions to complete their projects. Elements and Principles of art will be reviewed and used in each project.

Projects will be cross-curricular throughout the course, focusing on English and Math. Students will be introduced to 2 Point Perspective, paying attention to realism, scale/proportion and use of the ruler. The critique process will be used in one full project where students will choose a piece of artwork and write a formal critique using the entire critique process.

In the 8th Grade Visual Art Curriculum students will dive into art history. In previous years students have briefly been introduced to art movements and various art cultures, in 8th grade students will take a tour of the -Isms, specifically Neo-Impressionism, Impressionism and Post-Impressionism. Within this tour of art history artwork, time periods, artists and specific ideas will be explored.

Essential Questions

1. How do artists work in collaboration?
2. How are artists influenced by other artists and ideas?
3. Why do artists create?
4. How are works that originate from the same time and place similar?
5. How do artists assess their work at each stage of their artistic process?
6. How do artists choose their media?

Competencies

1. Collaborate with other artists to explore and invent unique solutions to problems.
2. Create a work of art in response to or referring to a compelling idea presented in another artist's work.
3. Analyze a piece of visual culture that is designed to be effective in selling an idea and identify the techniques the artist uses to sell the idea.
4. Compare a work of visual art to a work in another arts discipline (music, dance or theatre) that originates from the same time and place and list similarities between them.
5. Document the choices they make in the stages of planning, creating and exhibiting a work of art.
6. Create a work that uses media, materials, and techniques that are well-matched to the intended meaning of the work, and explain how each choice contributes to the intended meaning.

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Course Syllabus

Course Content	Tentative Timeframe	National Standards	State Standards
Establish art room rules, procedures and expectations	1 Lesson	1	9.1.8.H
Recognize, conceptualize and produce artwork using various media, techniques and technologies -2 Point Perspective -3D Modelling -Pointillism	Throughout the marking period	1	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G 9.1.8.J 9.1.8.K
Develop skills to organize artwork, materials and presentations -Elements and Principles of Art	Throughout the marking period	2	9.1.8.A 9.1.8.D 9.1.8.F 9.1.8.H 9.1.8.I
Refine and reflect on choices in artwork	Throughout the marking period	3	9.4.8.A 9.4.8.B 9.4.8.D
Prepare and analyze artwork for presentation	Occasionally throughout the marking period	4 5	9.4.8.B 9.4.8.C
Understand and relate visual art in relation to history and culture -Isms (Neo-Impressionism, Impressionism and Post-Impressionism)	Occasionally throughout marking period	6 10 11	9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.D 9.2.8.F 9.2.8.K 9.2.8.L
Engage in the process of art criticism -Formal Written Critique	Occasionally throughout marking period	7 8 9	9.3.8.A 9.3.8.B 9.3.8.C 9.3.8.D

Make connections between visual arts and other disciplines	Occasionally throughout marking period	6	9.2.5.F

Teaching Strategies Utilized

Teacher Demonstrations
Direct Instruction
Student Production of work
Critical evaluation
Group Collaboration
Station Rotations
Think-Pair Share
Self-Assessment

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standards	PA Stand.
The student will be able to: Establish art room rules, procedures and expectations 1. Introduce students to physical space of the classroom 2. Establish expectations for projects 3. Review behavior policies for classroom and school 4. Establish routines or art room cleanliness	AW K AP M R	First Day of Class Distributed Syllabus Ungraded Pre-Quiz through technology Class Discussion	Class Discussion Pop Quiz	2 5	9.1.8.H

Resources/Materials

iPads, Projector, Online Classroom (Google)

Interdisciplinary Relationships

N/A

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standards	PA Stand.
The student will be able to: Recognize, conceptualize and produce artwork using various media, techniques and technologies 1. Define and use the elements and principles of art to conceptualize and produce works in the arts 2. Communicate experiences, themes, stories and emotions through various media, techniques and technologies 3. Explain and understand the difference between media, techniques and technologies used, as well as their benefits to the creation of art 4. Explain the functions and benefits of practice in the process of creating art. 5. Manipulate specific traditional and contemporary technologies to produce art.	AW K AP M R	Nearpod 2 Point Perspective (City drawn in 2 Pt Perspective) 3D Vessel/Bowl (Recycled Art/3D printing/Ceramics) Formal Written Critique Self-Portrait (Pointillism) 3D Design (Bracelet/Problem-Solving)	Class Discussions Self-Assessment Production of Work Rubric for grading Written critique Teacher Observation	1	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G 9.1.8.J 9.1.8.K

Resources/Materials

iPads, Projector, Google Slides, Google Docs, Nearpod, Bristol board, graphite pencils, erasers, rulers, Magazines, Elmer's glue, masking tape, 3D printer, Clay, Acrylic paint, paint brushes, containers and Google Classroom

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Addition/Subtraction, Multiplication/Division and Geometry
ELA-Writing (Grammar/Spelling) and Speaking/listening
Science-Robotics and modelling
Social Studies-Art history, world cultures
Technology-Use of iPads for Nearpod, Escape Room, Photography, and research. Hummingbird bit kits and 3D printing

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The student will be able to: Develop skills to organize pieces in artwork, materials and presentation 1. Understand the use of elements of art to organize a piece of art 2. Understand and use the principles of art to organize a piece of art 3. Use visual structures and functions of art to communicate ideas 4. Use and maintain art materials and tools in a safe and responsible manner 5. Explain and recognize the process for preparing and organizing artwork for presentation	AW K AP M R	Nearpod reviewing Elements and Principles of Art 2 Point Perspective (Line/Scale/Proportion/Space) 3D Vessel/Bowl (Form, Pattern, Balance) Formal Written Critique (Vocabulary of Elements and Principles) Self-Portrait (Proportion/Contrast/ Movement/Color/Texture) 3D Design	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques Teacher Observation	2	9.1.8.A 9.1.8.D 9.1.8.F 9.1.8.H 9.1.8.I

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standards	PA Stand.
The student will be able to: Refine and reflect on choices of subject matter, techniques and ideas made in artwork 1. Create artist statements and critiques of one's own choices in artwork 2. Identify symbols and meanings in various artwork from historical, contemporary and modern artists 3. Refine choices made before and during creation of artwork 4. Communicate and improve upon artistic decisions made in others and own artwork.	AW K AP M R	Written artist statements for each piece of artwork created Nearpod Formal Written Critique 2 Point Perspective (Practice and Final) 3D Vessel/Bowl (Practice and Final) Self-Portrait (Pointillism)	Class Discussions Self-Assessment Production of Work Rubric for grading Written Critiques Gallery Walks with artist statements	3	9.4.8.A 9.4.8.B 9.4.8.D

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standards	PA Stand.
The student will be able to: Prepare and analyze artwork for presentation 1. Analyze what has been chosen to include in presented artwork 2. Interpret the reason for presentation method 3. Investigate and use technologies in presentation of artwork 4. Prepare own artwork and others for presentation in art show	AW K AP M R	Formal Written Critique on -Isms Matting/Signing projects for Presentation Displaying projects within school and art show Google Slideshow/Discussion of -Isms	Class Discussions Self-Assessment Production of Work Critique	4 5	9.4.8.B 9.4.8.C

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The student will be able to: Understand and relate visual art in relation to history and culture 1. Point out, explain and analyze historical context in artwork 2. Use and explain historical and cultural meanings in artwork 3. Use vocabulary to correctly relay information on artwork from specific art movements (-Isms) 4. Show and defend how time and traditions can be reflected in artwork through critiques	AW K AP M R	Google Slideshow/Discussion of -Isms Formal Written Critique on -Isms	Class Discussions Production of Work Individual Critiques	6 10 11	9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.D 9.2.8.F 9.2.8.K 9.2.8.L

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standards	PA Stand.
The student will be able to: Engage in the process of art criticism 1. Critique artwork from specific time periods using the art criticism process 2. Compare and contrast important characteristics of artwork using complex vocabulary 3. Express one's view on a piece of artwork in small and large groups, as well as written form 4. Write a formal critique of a piece of artwork from and -Isms art movement 5. Critiques one's own artwork during and after creation	AW K AP M R	Formal Written Critique Class Critique of student artwork from course Google Slideshow/Discussion of -Isms Self-Portrait (Pointillism)	Class/Individual Critique Gallery Walk Think-Pair-Share Class Discussion	7 8 9	9.3.8.A 9.3.8.B 9.3.8.C 9.3.8.D

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: Making connections between visual arts and other disciplines. 1. Understand and use similarities and differences between characteristics of the visual arts and other disciplines 2. Identify connections between the visual arts and other disciplines in the curriculum	AW K AP M R	2 Point Perspective (Math) 3D Vessel/Bowl (Science, Math, English) Formal Written Critique (English and Social Studies)	Class Discussions Group/Individual Critiques Production of work Rubric for grading	6	9.2.5.F

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