

EAST ISLIP SCHOOL DISTRICT
ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP
Grade 8

Eighth Grade
Quarter 1

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
Intro to Classroom Rules and Procedures -Student responsibilities -Safety and tools -Overview Rubrics Sketchbooks -Review Elements of Art and Principles of Design -Procedure and Standards Introduce Art History -Historical periods /timeline -Advanced Drawing and Painting with 2D media -Art Vocabulary	What role do rules and procedures play in the classroom? How important is the safety in the classroom? How are Elements of Art and Principles of design helpful in creating artwork?	Rules Procedures Classroom Management Character Development Strategies for vocabulary Strategies for reading for content and understanding Craftsmanship Discussion procedures and strategies Art Production	<u>ELA</u> Vocabulary Verbal Skills Writing Skills Reading Skills <u>Social Studies</u> History/Culture Geography <u>Math</u> Line/Shape Form/Area Measurement Skills Proportions <u>Science</u> Movement Balance/Weight Physics Space Perspective Volume Color Theory/Light	<u>Formative</u> Class Discussions Verbal and/or written response to images Peer collaboration /Group discussion Teacher Observation and questioning Brainstorming of answers to higher order thinking questions <u>Summative</u> Rubrics Completed projects Art Exhibitions	Includes but not Limited to: -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications

Timing of events may differ from school to school and/or teacher-to-teacher based on individual school schedules and/or materials available.

**Note that not all students have two semesters of Art in 8th Grade*



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Quarter 2

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> -Review Careers in Art and expand on applying it to daily life. -Introduce ways to develop a composition. -Build on vocabulary terms. -Incorporate Elements of Art and Principles of Design in artwork. -2D and 3D -Continued- -Advanced techniques and procedures -Continue Art History -Art Vocabulary 	<p>How can art skills aid in developing occupational skills?</p> <p>Where do artists get ideas from to build a composition?</p> <p>What new skills have you built in 2D and 3D?</p>	<ul style="list-style-type: none"> -Character Development -Strategies for Reading for Content and Understanding -Craftsmanship -Discussion Procedures and Strategies -Measuring for Space, Volume and Proportion -Differentiating between historical and modern regional work, movements and themes -Art Production 	<p>ELA</p> <ul style="list-style-type: none"> Vocabulary Verbal Skills Writing Skills Reading Skills <p>Social Studies</p> <ul style="list-style-type: none"> History/Culture Geography <p>Math</p> <ul style="list-style-type: none"> Line/Shape Form/Area Measurement Skills Proportions <p>Science</p> <ul style="list-style-type: none"> Movement Balance/Weight Physics Space Perspective Volume Color Theory/Light 	<p>Formative</p> <ul style="list-style-type: none"> Class Discussions Verbal and/or written response to images Peer collaboration /Group discussion Teacher Observation and questioning Brainstorming of answers to higher order thinking questions <p>Summative</p> <ul style="list-style-type: none"> Rubrics Completed projects Art Exhibitions 	<p>Includes but not Limited to:</p> <ul style="list-style-type: none"> -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications

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Quarter 3

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
-Continue Careers in Art -Continue to develop ways to create a composition. -Continue to build on vocabulary. -Incorporate Elements of Art and Principles of Design. -Incorporate Technology into the lessons. -Continue with 2D and 3D media -Advanced techniques and procedures -Continue Art History -Art Vocabulary	What alternative procedures can you suggest to execute complicated techniques? Observing other artists and their art works what different artistic ideas would you have made in executing the final solution of the art?	-Character Development -Strategies for Reading for Content and Understanding -Craftsmanship -Discussion Procedures and Strategies -Measuring for Space, Volume and Proportion -Differentiating between historical and modern regional work, movements and themes -Art Production	<u>ELA</u> Vocabulary Verbal Skills Writing Skills Reading Skills <u>Social Studies</u> History/Culture Geography <u>Math</u> Line/Shape Form/Area Measurement Skills Proportions <u>Science</u> Movement Balance/Weight Physics Space Perspective Volume Color Theory/Light	<u>Formative</u> Class Discussions Verbal and/or written response to images Peer collaboration /Group discussion Teacher Observation and questioning Brainstorming of answers to higher order thinking questions <u>Summative</u> Rubrics Completed projects Art Exhibitions	Includes but not Limited to: -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications

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Quarter 4

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
-Continue Careers in Art -Continue skills to develop compositions. -Continue to build on vocabulary. -Incorporate technology into lesson. -Continue with 2D and 3D media -Advanced techniques and procedures. -Art History -Art vocabulary	What alternative procedures can you suggest to execute complicated techniques? In looking at artwork from artists, what choices would you have made differently in executing artistic solutions? Would you have made the same choices?	-Character Development -Strategies for Reading for Content and Understanding -Craftsmanship -Discussion Procedures and Strategies -Measuring for Space, Volume and Proportion -Differentiating between historical and modern regional work, movements and themes -Art Production	<u>ELA</u> Vocabulary Verbal Skills Writing Skills Reading Skills <u>Social Studies</u> History/Culture Geography <u>Math</u> Line/Shape Form/Area Measurement Skills Proportions <u>Science</u> Movement Balance/Weight Physics Space Perspective Volume Color Theory/Light	<u>Formative</u> Class Discussions Verbal and/or written response to images Peer collaboration /Group discussion Teacher Observation and questioning Brainstorming of answers to higher order thinking questions <u>Summative</u> Rubrics Completed projects Art Exhibitions	Includes but not Limited to: -Internet -Scholastic Art -Art Prints -Handouts -Library -Peer Collaboration -Student Examples -Teacher Examples -Syllabus -Art Education Publications

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Common Core Learning Standards Integrated/Fine Arts

Eighth Grade	RL83	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	RL84	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	RL85	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	RL87	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	RL89	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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Eighth Grade

SL81

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

- CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL82

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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