

Estell Manor School District



Visual & Media Arts Curriculum Grade 8

Board approval: 12/21/2022

Estell Manor School District
Visual Arts Curriculum
Grade 8

Unit/Chapter Title: Unit 1 Shape	Unit Length: 10 sessions
Course/Grade: Art 8	
Interdisciplinary Connection: Language Arts	
<u>Unit Overview:</u> In this unit, students will learn how to use highlights and shadows to express a mood or tone. Students will learn how to draw in 1-point perspective and apply it to a work of art. Students will be able to critique their classmate’s craftsmanship through their work of art.	

New Jersey Student Learning Standards	
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.	

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Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections

ELA: W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Essential Questions/Enduring Understandings

Essential Questions:

- How does lighting affect a work of art?
- What is perspective? How is it used?

Enduring Understandings

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- Light can set a mood or tone in a work of art through the use of light and dark.
- Perspective is the angle at which you view something. Different perspectives can be used to add detail, realism and interest to your work. Are you small and looking up or are you tall and looking down? Is a building tall from the ground or are you a bird flying above?
- Light can set a mood or tone in a work of art through the use of light and dark.
- Perspective is the angle at which you view something. Different perspectives can be used to add detail, realism and interest to your work. Are you small and looking up or are you tall and looking down? Is a building tall from the ground or are you a bird flying above?

Instructional Strategies/Activities	Modifications/Extensions	Assessments	Resources/Technology
How will the students reach the learning targets?	How do I differentiate?	How will the students demonstrate mastery?	What resources and materials will students need?

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Students will respond to a posted Do Now question based on the lesson on the elements of art and principles of design. Then students will discuss it with a classmate using Turn and Talk strategy Teacher demonstration and class discussion on 1-point perspective and different lighting situations. Students will draw a set of books in 1-point perspective and write a few story telling sentences that describe their perspective (birds eye view, ants view, etc). Students will explain the proper use of materials before beginning their project. Students will create a still life and draw from observation. Drawings should be in 1-point perspective and show dramatic lighting.	Modifications IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes 504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes. ELL:	Formative: Do-Nows, discussion and observation, practice pieces (sketch book) Summative: See performance tasks (Appendix A) See Still Life and Gallery Critique (Appendix B) Alternative Assessments: Project 1: Letter sculpture Project 2: Weaving Benchmark Assessment: Art portfolio, SGO	Perspective Example Light Chart Exemplar Rubric Materials: Paper Pencil Ruler 18x24 Drawing Paper Colored Pencils
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Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.	Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research, digital presentations, and 3D design		
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Appendix A: Performance Task/s (Interdisciplinary Connections)

Pretend you are writing a children's book and your perspective drawing is an illustration in the book. Write a few descriptive sentences that tell a story that describes the perspective in the drawing.

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Ex: The troll was wandering through the library forest and came across a stack of books that were as tall as a building!

Appendix B: Summative Assessment: Unit 1

Introduction:

You are an artist that is asked to visually communicate how a bird or insect may view objects in real life to a group of students. You will use a 1 point perspective and shadows and highlights in your drawing.

Task Part 1:

Create a still life and draw it from observation in 1-point perspective. Add dramatic lighting by drawing shadows and highlights.

Procedure:

- Set up still life objects on the table consisting of at least 3 objects
- Sit at the angle you wish to draw in
- Begin drawing filling the entire paper for an interesting composition -Add shadows and highlights

Task Part 2:

Critique a classmate's work of art by providing positive feedback and constructive criticism using the rubric below. Follow the class rules in providing feedback. Did the artist draw an accurate perspective? Explain your answer.

Materials:

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18x24 Drawing Paper
Pencil
Colored Pencils
Ruler

Resources:

Perspective Example
Light Chart
Exemplar
Rubric

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Unit/Chapter Title: Unit 2 Value	Unit Length: 10 sessions
Course/Grade: Art 8	
Interdisciplinary Connection: Language Arts	
<u>Unit Overview:</u> In this unit, students will learn how to use different drawing techniques and apply them to shading. Students will create a work of art that demonstrates their understanding of value by using a drawing technique. Students will be able to critique their classmate’s craftsmanship through their work of art.	

New Jersey Student Learning Standards	
1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.	

Career Readiness, Life Literacies, and Key Skills
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9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections

ELA: W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Essential Questions/Enduring Understandings

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Essential Questions

- What are some different drawing techniques and how do you apply them to shading?
- How is value used in a work of art?

Enduring Understandings

- Some popular drawing techniques used are cross-hatching, blending, stippling, rendering, and cross contour. When an artist is working on a 2D work of art, such as a painting or drawing, they need to rely on illusion. Value adds realism. Generally, lighter values appear to be “closer” to the viewer, and darker values tend to “recede” from the viewer. All of these characteristics of value help the artist create illusions of space in two-dimensional works of art. Values can be different on different types of surfaces.
- Some popular drawing techniques used are cross-hatching, blending, stippling, rendering, and cross contour.
- When an artist is working on a 2D work of art, such as a painting or drawing, they need to rely on illusion. Value adds realism. Generally, lighter values appear to be “closer” to the viewer, and darker values tend to “recede” from the viewer. All of these characteristics of value help the artist create illusions of space in two-dimensional works of art. Values can be different on different types of surfaces.

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Instructional Strategies/Activities (How will the students reach the learning targets?)	Modifications/Extensions (How do I differentiate?)	Assessments (How will the students demonstrate mastery?)	Resources/Technology (What resources and materials will students need?)
Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate. Teacher will provide examples of drawing techniques and a value chart. Students will discuss as a class drawing techniques and value. With a partner, students will write down the drawing technique used by Seurat, Durer, Tenniel and Escher via Power Point presentation followed by a class discussion. Students will choose 1 drawing technique they wish to use for their final project. Students will draw a value chart and use the drawing technique to create different values.	Modifications IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes 504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting	Formative: Do-Nows, discussion and observation, practice pieces (sketch book) Summative: See performance tasks (Appendix A) See Black & White Fairy Tale and Gallery Critique (Appendix B) Alternative Assessments: Project 1: Letter sculpture Project 2: Weaving Benchmark Assessment: Art portfolio, SGO	Artwork by: Seurat, Durer, Tenniel and Escher Exemplar Rubric Gallery Walkthrough Questionnaire Materials: Paper Pencil Kneaded eraser Blending Stick Value Chart 6x3.5 Drawing Paper Ruler Scratch Art Paper Wood stick

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Students will explain the proper use of materials before beginning their project. Students will create a scratch art drawing that uses a drawing technique to create all values. Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.	Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes. ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research, digital presentations, and 3D design		
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Appendix A: Performance Tasks/s (Interdisciplinary Connections)

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Using your notes from our class discussion, evaluate which technique is used in the chosen works of art and label them with the appropriate drawing technique. Describe the techniques and how they are used. Do these techniques have a purpose?

Appendix B: Summative Assessment

Introduction:

You have been asked to draw an idea for a black and white scene in a movie. The movie is a fairytale, so you can design creatures and scenery from your imagination. What would be in a fairytale scene? Your drawing needs to be realistic by showing proper values and lots of details in order for the director to visualize the real scene.

Task Part 1:

Create a scratch art drawing that uses a drawing technique to create all values.

Procedure:

1. Brainstorm what you are going to draw
2. Begin sketching outlines with the wood stick
3. Begin shading using an appropriate drawing technique of your choosing
4. Add small details to add interest to your drawing

Task Part 2:

As the director, can you understand the artist's scene through their use of value and detail. Critique a classmate's work of art by providing positive feedback and constructive criticism.

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Materials:

Scratch Art Paper
Wood stick

Resources:

Value Chart
Exemplar
Rubric
Gallery Walkthrough Questionnaire

Unit/Chapter Title: Unit 3/ Pattern	Unit Length: 10 sessions
Course/Grade: Art 8	
Interdisciplinary Connection: Language Arts	

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Unit Overview:

During this unit, students will analyze emotion through movement. Students will also explore ways to communicate through body language. Student will research a career in animation and discover different styles and solutions to create animation. Students will create their own short story animation and critique their classmate's work.

New Jersey Student Learning Standards

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
- 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).
- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., selfinitiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
- 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

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- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
- 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).
- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

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Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections

ELA: W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.2 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. L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Essential Questions and Enduring Understandings

Essential Questions:

- How can emotion be shown through motion and body language?
- What are some different ways of animating?

Enduring Understandings:

- Posture, gestures, movements, expressions, visual symbols
- The most common type of animation is drawn on cells and is 2-D. 3-D animation is commonly made of clay and is referred to as claymation. The most popular type of animation is computer animation.

Instructional Strategies/Activities (How will the students reach the learning targets?)	Modifications/Extensions (How do I differentiate?)	Assessments (How will the students demonstrate mastery?)	Resources/Technology (What resources and materials will students need?)
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Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate. Teacher will play a short animated video called “Thought of You” by Ryan Woodward. As a group, students will discuss their thoughts on the meaning of the video. The teacher will monitor group discussions. A whole class discussion will be held to compile thoughts and teacher will reveal the true meaning of the video along with the strategies used to reach that meaning. Students will explore different ways to communicate through body language. Keep notes in log. Students will explore different styles and solutions to create an animation. Keep notes in log.	Modifications: IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes 504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes. ELL:	Formative: Do-Nows, discussion and observation, practice pieces (sketch book) Summative: See performance tasks (Appendix A) See Animation project (Appendix B) Alternative Assessments: Project 1: Letter sculpture Project 2: Weaving Benchmark Assessment: Art portfolio, SGO	Resources: “Thought of You” by Ryan Woodward Mac Computer with camera (or similar) imovie (or similar animation program) Materials: Pencil Paper Rulers
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Students will write a short story that involves emotions. Students will create thumbnails sketches to help visualize the story. Teacher will provide students with assignment example. Teacher will discuss the assignment and rubric. Students will critique and grade the example provided using the rubric. Students will create a series of drawings that tell a story in motion. Teacher will demonstrate how to put images into motion using the computer. Students will take a picture of each drawing and put it on the computer to animate in “imovie.” Students will show their video to the class and their classmates will critique it by providing	Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Allow choice whenever possible Provide opportunity for extension activities including research, digital presentations, and 3D design		
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positive and constructive feedback.			
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Appendix A : Performance Task/s (Interdisciplinary Connections)

Using the computer, explore different ways to communicate through body language. What are different ways people move? What are different hand gestures that express different emotions? What form does the body have when it is expressing different moods? Record notes, thoughts and pictures in log.

What are different ways to animate? What styles are popular? What styles go together and can advance into a different type of animation? Students will explore different styles and solutions to create an animation. Record findings in your log.

Think of a story that involves an emotion. Write a short story that describes the characters, the situation and the emotions the characters have. Use Ryan Woodward's "Thought of You" video as inspiration to visualize your character's body language. Create thumbnail sketches to visually communicate the character displaying the emotions.

Appendix B: Summative Assessment Unit 1

Grade: 8

Introduction:

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Pretend you are an animator and you were asked to create a silent movie. How can you visually communicate an emotional story using body language and other details without having words or sounds?

Task Part 1:

Using your short story and thumbnail sketches as reference, create a series of drawings that tell a story in motion. Add lots of details to help explain the story. Consider your perspectives and shading in order to make your drawings interesting and dramatic. No stick figures!

Procedure:

1. Brainstorm what you are going to draw
2. Begin drawing each page. Trace what stays still and alter what moves.
3. Add shading
4. Add small details to add interest to your drawing

Task Part 2:

Take pictures of each page and import them into imovie. Create an animation out of your still images. When you are finished, present your animation to the class for constructive feedback and to check the effectiveness of your work. Did you effectively communicate the emotional story through body language and detail?

Technology:

Mac Computer with camera imovie (or similar)

Materials:

Paper

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Pencil

Ruler

Gallery Walkthrough Questionnaire