



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: The Artist's Workshop

Department	Art	
Course Name	The Artist's Workshop	
Course Length	20 weeks,(40 every other day)	
High School Credits	N/A	
Description	This 8th grade elective course is designed to build upon the knowledge and skills students acquired in Art 6 and Art 7 and to introduce new ones keeping in alignment with the New York State Learning Standards for Visual Art. Through this course, students will be exposed to a variety of media, subject matter and techniques. They will continue to improve their technical skills, and engage in creative problem solving while exploring the Elements of Art and Principles of Design. Though this is primarily a project-based course, art appreciation, art criticism and the development of an art vocabulary play an important role.	
Target/eligible students	8th Grade	
State Learning Standards Link(s)	NYS Learning Standards for the Arts NYS Anchor Standards for the Visual Arts Arts At-A-Glance Standards Creating - Cr 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic ideas and work. Performing/Presenting/Producing - Pr 4. Analyze, interpret and select artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. Responding - Re 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. Connecting - Cn 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding	
Primary texts and materials	ART Smart – Art History/Appreciation Activities Scholastic Art Magazine MoMA Glossary of Art Terms Metropolitan Museum of Art Curriculum Resources Smarthistory.org	
Scope/Sequence		
Composition/Design	Students will: - Create thumbnail sketches/(planning drawings) in preparation for the creation of a final project based on composition. - Understand that composition is one of the first things that an artist should think about when creating a work of art, and ways to make their composition visually interesting	Cr 1,2,3 Cr 1,2,3 Pr 5 Re 7,9

	- Understand that the negative space in a work of art is just as important and as much a part of the work as the positive space. - Reflect upon and discuss their work Materials will vary by project Vocabulary: composition, crop, space, positive space, negative space, Balance, abstraction, movement, symmetry, vertical, horizontal, diagonal, contour, variety	
Elements of Art	Students will: - Review and expand upon the elements of art and principles of design and related vocabulary. - Be able to explain how they utilize the elements of art and principles of design in their work throughout the duration of the course. - Discuss famous works of art in terms of the elements and principles Materials will vary by project	Cr 1,2,3 Pr 5 Re 7,9
Non-Objective	Students will: - View and discuss 2D and 3D non-objective works of art - Create a non-objective work of art of a work of art that incorporates non-objective designs. - discuss related vocabulary - Reflect upon their work Materials will vary by project Vocabulary: line, contrast, non-objective, balance, symmetrical, asymmetrical	Cr 1,2,3 Pr 5 Re 7
Still Life/Shape to Form	Students will: - View and discuss various 2D and 3D works relating to the topic. - Review and be able to identify the following subjects in art: still life, portrait, narrative, landscape, non-objective - Complete a series of exercises to improve observational drawing skills - Create incremental and smooth transition value scales, and other related shading exercises in pencil in preparation for shading a final project - Understand directional lighting and how a light source affects how a subject's appearance - Continue to develop and refine observational drawing skills, methods of rendering, and shading techniques - Continue to develop and refine observational drawing skills, methods of rendering, and shading techniques - Demonstrate the ability to create the illusion of form and 3D Space through shading. - Recognize smooth transitions abrupt shifts in value Materials will vary by project Vocabulary: Shape, Form, Contrast, Composition, Space, Still Life, Shading,	Cr 1,2,3 Pr 5 Re 7,8,9 Cn 10,11
Portraiture	Students will: - View and discuss a variety of portraits representing different styles and art movements. - Recognize how artists convey feelings and emotions through use of color, lighting, mark making and expression in portraiture - Practice drawing each facial feature broken into basic shapes and steps. - Create a face-map in which they utilize guidelines and proportions to create a realistic portrait. - Create a culminating portrait project using guidelines or the grid transfer method. Materials will vary by project Vocabulary: proportion, expression, contrast, contour	Cr 1,2,3 Pr 5,6 Re 7,8,9 Cn 10,11

Painting/Oil Pastel Shading	Students will: - Review concepts in color theory and will create a color wheel in which they use the three primary colors to create secondary and tertiary colors, neutral colors, tints, and shades (either in paint or oil pastel) - Build upon concepts and drawing and shading techniques from prior units - View and discuss various 2D and 3D works relating to the topic. - Understand how to shade without black by using complementary colors and understand that complementary colors can be mixed to create a neutral color - Be able to explain how value can be used to create the illusion of form through shading. - Recognize smooth transitions abrupt shifts in value when looking at a photographic visual - Utilize the grid transfer method to create a realistic drawing from a photographic visual - Demonstrate the ability to create the illusion of form and 3D Space through shading. - Practice and understand techniques in painting or oil pastel layering/shading and complete exercises in preparation for a culminating project. - Create a final project in which they use color and value to create the illusion of form. - Discuss color and mark making in terms of their expressive qualities Materials: Paint OR Oil Pastel Vocabulary: primary colors, secondary, tertiary, neutral, tint, shade, value, Form, grid, contour line drawing, shading, value, form, contrast, proportion.	Cr 1,2,3 Pr 5,6 Re 7,8,9
Choice Art Form - Printmaking or Sculpture	One of these two content areas will be covered - Introduction to the history and art of printmaking, and related vocabulary - Exploration of a printmaking process such as relief, collagraph or monoprints - Development of artmaking skills related to printmaking emphasizing proper use of printmaking tools and techniques - Subject matter varies by printmaking project - Introduction to various types of sculpture and related vocabulary - Exploration of a type of sculpture - relief, in-the-round, assemblage, or kinetic - Development of artmaking skills and techniques related to sculpture - Proper use of sculpture tools and handling of sculpture materials - Sculpture medium(s) and subject matter varies by project	Cr 1,2,3 Pr 5 Re 7,8,9 Cn 10,11
Digital Art Portfolio	Students will document, reflect on and display their artwork through the use of digital art portfolios.	Pr 4,6 Cn 10,11
Additional Notes	Art history and art appreciation are embedded into all art projects. Students will view and discuss a variety of movements, styles, and works of art	Cn 10,11
	Opportunities for collaboration and peer interaction to support learning will be provided.	Pr 6 Re 7,8,9 Cn 10
	Critique, self-reflection, self-expression, and development of artistic voice are integral components of the course.	Pr 6 Re 7,8,9 Cn 10,11
	- All art projects and learning activities are designed to build on and enhance student artistic literacy and artmaking skills from the Art 7 curriculum and prepare students for the subsequent art courses offered at the high school level. - Certain units may overlap more than one topic - The elements of art and principles of design will be embedded in the curriculum.	