8th Grade
Visual Arts

Curriculum

2024

Unit A: Production and Presentation

Timeframe:Ongoing throughout visual arts course

Mandatory Resources:

- Art supplies/tools and equipment
- KIln
- Computer
- Visuals
- Sketchbooks
- Smart board
- Elmo
- Visuals
- Printer

Optional Resources:

- Youtube videos
- Teacher made packets/worksheets
- Teacher made implements/manipulatives/examples

Academic Vocabulary: Academic Vocabulary: **ELEMENTS & PRINCIPLES: Line** (Implied, Thick/Thin, Dotted, Wavy, Zigzag, Horizontal/Vertical, Diagonal, Curvilinear, Contour), **Color** Schemes (Hue, Primary, Secondary, Warm, Cool, Complementary) Tertiary; Analogous, Split-Complementary, Double Split Complementary, Monochromatic, Neutral, **Shape/Form** (Simple, Complex, Geometric, Organic, 2D, 3D, silhouette), **Value** (Shadow, Highlight, Tint, Shade, Shading, Hatching, Cross-Hatching, Stippling), **Space** (Overlap, Positive, Negative, Proportion, Scale) **Texture** (Tactile)**, Balance** (Symmetrical, Asymmetrical, Radial), **Pattern** (Repetition, Random, Motif), **Unity** (Harmony)**, Contrast, Movement, Rhythm, Variety, Emphasis**
View-finder
MEDIA/MEDIUM: Drawing (Sketch, Outline, Imaginative, Observational, pencil, charcoal, chalk pastels, colored pencil, oil pastel), **Painting** (Watercolor, Tempera, Acrylic)**, Ceramics** (clay, pinch, coil, slab, roll, slip, score, fire, kiln) **Collage/Assemblage, Composition**

Pennsylvania State Standards:

9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities

- **Elements: color, form/shape, line, space, texture, value**
- **Principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, pattern/repetition, unity/harmony**

9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts

- **Paint, draw, craft, sculpt, print, design for environment, communication, muli-media**

9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms
9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works
9.1.8.E Communicate a unifying theme or point of view through the production of works in the arts
9.1.8.F Explain works of others within each art form through performance or exhibition
9.1.8.G Explain the function and benefits of rehearsal and practice sessions
9.1.8.H Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces

- **Analyze the use of materials**
- **Explain issues of cleanliness related to the arts**
- **Explain the use of mechanical/electrical equipment**
- **Demonstrate how to work in a selected physical space/environment**
- **Demonstrate methods for storing materials in the arts**

9.1.8.I Know where arts events, performances, and exhibitions occur and how to gain admission.
9.1.8.J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts, or the works of others.

- **Explain and demonstrate traditional technologies**
- **Explain and demonstrate contemporary technologies**

9.1.8.K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities

9.2.8.A Explain the historical, cultural, and social context of an individual work in the arts.
9.2.8.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C.E to the present)
9.2.8.C Relate works in the arts to varying styles and genre, and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others)
9.2.8.D Analyze a work of art from its historical and cultural perspective.
9.2.8.E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts
9.2.8.F Know and apply appropriate vocabulary used between social studies and the arts and humanities
9.2.8.G Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America
9.2.8.H Identify, describe, and analyze the work of Pennsylvania Artists in dance, music, theater, and visual arts
9.2.8.I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts (e.g., Classical Architecture)
9.2.8.J Identify, explain, and analyze historical and cultural differences as they relate to works in the arts
9.2.8K Identify, explain, and analyze traditions as they relate to works in the arts.
9.2.8.L Identify, explain, and analyze common themes, forms, and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*)
9.3.8.A Know and use the critical process of the examination of works in the arts and humanities.

- **Compare and contrast**
- **Analyze**
- **Interpret**
- **Form and test hypothesis**
- **Evaluate/form judgments**

9.3.8.B Analyze and interpret specific characteristics of works in the arts within each art form
9.3.8.C Identify and classify styles, forms, types, and genre within art forms
9.3.8.D Evaluate works in the arts and humanities using a complex vocabulary of critical response
9.3.8.E Interpret and use various types of critical analysis in the arts and humanities.

- **Contextual criticism**
- **Formal criticism**
- **Intuitive criticism**

9.3.8.F Apply the process of criticism to identify characteristics among works in the arts
9.3.8.G Compare and contrast critical positions or opinions about selected works in the arts and humanities.
9.4.8.A Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities
9.4.8.B Compare and contrast informed individual opinions about the meaning or works in the arts to others (e.g., debate philosophical opinions within an artist's website)
9.4.8.C Describe how the attributes of the audience's environment influence aesthetic responses (size, protective glass, and distance of audience in viewing daVinci's *Mona Lisa*)
9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's *Destructive Periods in Russia During Stalin's and Deniken's Leadership* conveys her memories and emotions of a specific incident.

National Core Standards: Visual Arts
Anchor #1: Generate and conceptualize artistic ideas and work
Anchor #2: Organize and develop artistic ideas and work
Anchor #3: Refine and complete artistic work
Anchor #4: Analyze, interpret, and select artistic work for presentation
Anchor #5: Develop and refine artistic work for presentation
Anchor #6: Convey meaning through presentation of artistic work
Anchor #7: Perceive and analyze artistic work
Anchor #8: Interpret intent and meaning in artistic work
Anchor #9: Apply criteria to evaluate artistic work
Anchor #10: Synthesize and relate knowledge and personal experiences to make art
Anchor #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Big Idea	Content	Objectives	Activities/Strategies	Assessment	Standards
Skills, techniques, elements, and principles can be learned, studied, refined, and practiced Artists use tools and resources as well as their own experiences and skills to create art.	The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas. Artists create work that reflects their beliefs and values	Manipulate Line, Shape, etc to plan and create pieces of art that express multiple ideas or a range of emotions Create works of art that reflect their experiences, emotions, ideas, and/or culture	Student planning sessions using Sketchbook or paper. Student-based activities demonstrating understanding of elements and principles of art.	Rubric Student discussion	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.G 9.1.8.E 9.1.8.F 9.1.8.H Anchor 1, 2, 3, 5,6

UNIT B: Historical and Cultural Contexts

Timeframe: Throughout art course

Mandatory Resources:

- Art supplies/tools and equipment
- Computer
- Visuals
- Sketchbooks
- Smart board
- Elmo
- Visuals
- Printer

Optional Resources:

- Youtube videos
- Teacher made packets/worksheets
- Teacher made implements/manipulatives/examples

Academic Vocabulary: Elements and Principles of Art (see above); Specific vocabulary related to artists and their styles, and cultures.

Big Idea	Content	Objectives	Activities/Strategies	Assessment	Standards
People have expressed experiences and ideas through the arts over time and across cultures	Visual culture, art, and design are sometimes created to sell ideas. There are similarities between works in different arts disciplines that originate from the same time and place	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. Compare the work of visual art to a work in another arts discipline (music, theater, dance) that originates from the same time and place, and list similarities between them.	Presentation utilizing visuals and class discussion.(artists/artworks might include but are not limited to: Native American, Mexican Folk Art, Van Gogh, Vermeer, and Edward Munch.) Student-based project informing, expressing, persuading, or conveying a unifying theme	Rubric Student discussion	9.1.8.E 9.1.8.F 9.1.8.I 9.2.8.D 9.2.8.C 9.2.8.E 9.2.8.L Anchor 10, 11

UNIT C - Critical and Aesthetic Response

Timeframe: Throughout art course

Mandatory Resources:

- Art supplies/tools and equipment
- Computer
- Visuals
- Sketchbooks
- Smart board
- Elmo
- Visuals
- Printer

Optional Resources:

- Youtube videos
- Teacher made packets/worksheets
- Teacher made implements/manipulatives/examples

Academic Vocabulary:

- **Elements and Principles of art (see above), Describing Art:** Realistic, Abstract, Detail, Focal Point, Decorative, Functional, **Compare/Contrast, analyze, interpret, contextual criticism, formal criticism, intuitive criticism, and Specific Vocabulary related to individual projects and discussions**

Big Idea	Content	Objectives	Activities/Strategies	Assessment	Standards
There are formal and informal processes used to assess the quality of works in the arts. People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value	Artists assess their work at each stage, making choices through the process of planning, creating, and exhibiting a work of art Artists choose their media to affect both how their artwork will look and what meaning and significance it will have,	Document the choices artists make in the stages of planning, creating, and exhibiting a work of art. 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.	Presentation of ideas and examples Teacher led class discussion	Rubric Student discussion	9.3.8.A 9.3.8.B 9.3.8.D 9.3.8.E 9.3.8.F 9.4.8.D Anchors 7, 8, 9