VISUAL ARTS
8th Grade

Course Overview:
In 8 grade art, students engage in many 2-D and 3-D studio art experiences that continue to explore the elements and principles of design using a wide range of media. Through the development of individuality and imagination, students create artistic products that express unique concepts. The study of art history and art styles from many cultures and nations continues. Students gain awareness of how art is a part of many different career options, society, and their future.

Vocabulary: Abstract, Acrylics, Additive, Analogous, Art Criticism, Asymmetry, Background, Balance, Collage, Color, Color Relationships, Composition, Contemporary Art, Content, Contour Line Drawings, Contrast, Cool Colors, Design, Distortion, Dominance, Elements of Art, Emphasis, Expressive Content, Figurative, Foreground, Focal Point, Form, Function, Hue, Installation Art, Intensity, Line, Linear Perspective, Mass, Maquette, Media, Middle Ground, Mixed Media, Monochromatic, Mood, Motif, Movement, Multimedia, Negative Space, Neutral Colors, One-point Perspective, Organic, Pattern, Perspective, Point of View, Portfolio, Positive, Printmaking, Primary Colors, Principles of Design, Properties of Color, Proportion, Reflection, Rhythm, Rubric, Scale, Secondary Colors, Shade, Shape, Space, Still Life, Structure, Style, Subtractive, Symmetry, Texture, Theme, Three-dimensional, Tint, Tone, Traditional Art, Two-dimensional, Two-point Perspective, Unity, Value, Variety, Visual Metaphor, Volume, Warm Colors, Watercolor.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.

- I can devise multiple solutions to any given art problem.
- I can use improvisation/experimentation to determine solutions.
- I can demonstrate my ability to generate conceptual ideas.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

  - I can explore multiple ways to express my ideas as I plan a work of art.
  - I can collaborate with others to make artistic choices.
  - I can choose a course of action using two-dimensional processes to create a work of art.
  - I can choose a course of action using three-dimensional processes to create a work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

  - I can apply the elements of art and principles of design to an original work of art.
  - I can select appropriate materials and sources to demonstrate various types of drawings, paintings, printmaking and sculpture.
  - I can achieve clarity of expression by experimenting and practicing with a variety of media.
  - I can demonstrate my ability to use conceptual ideas in an original work of art.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

  - I can demonstrate responsible behavior regarding image appropriation and re-use.

- I can use various forms of technology and processes to convey intended meanings in art.
- I can examine the breadth and depth of possible responses presented by media and media techniques.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

- I can demonstrate the elements of art and principles of design in a variety of media.
- I can use art materials and techniques, technologies, and processes to create specific responses.
- I can create an original artwork based on personal ideas, experiences. themes, symbols and events.
- I can communicate conceptual ideas or meaning based on my own ideas and other sources.
- I can apply the rules of three point perspective to create the illusion of 3-D space.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

- I can describe how my ideas relate to various subject matter, symbols or media in an original work of art.
- I can analyze artistic choices in my art and revise for clarity of expression.
- I can apply criticism to my own artwork.
- I can predict and evaluate potential responses to my own artwork

PERFORMING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Pr4.1.8a Develop and apply criteria for evaluating a collection of artwork for presentation.

- I can explain how emotion and expression are implicit in creating art.
- I can describe a similar theme, concept or mood in a collection of artwork.
- I can compare and contrast examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

- I can explore and examine possible responses presented by various media and media techniques.
- I can contribute original ideas and concepts from other sources to support a theme in a collaborative artwork.
- I can exhibit craftsmanship and completion as I prepare and revise group works for presentation.
- I can contribute to the development of a narrative that clearly communicates the intended meaning of an art exhibition.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do

objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

- I can compare and contrast collections of historical, contemporary, and traditional arts, including American Indian art.
- I can compare and contrast examples of cultural, political, expressive, commercial, and environmental arts.
- I can demonstrate appropriate audience behavior for the context and style of art presented.

RESPONDING:

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

- I can compare various reasons for creating works of art.
- I can describe and analyze artistic choices in my own artwork and the artwork of others.
- I can describe the influence of personal experience on the interpretation of works of art.
- I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

- I can describe how people's emotions and experiences influence the development of specific art works.
- I can describe and compare a variety of individual responses to works of art.

- I can examine the breadth and depth of possible viewer responses presented by media and media techniques.
- I can analyze contemporary and historical meanings in specific artworks through critical and aesthetic inquiry process.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA.Re8.1.9a 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.

- I can recognize and classify the elements of art and principles of design in a work of art.
- I can interpret the purpose of art objects in historical and cultural contexts.
- I can compare various reasons for creating works of art.
- I can analyze how artworks communicate meaning using problem solving, personal decisions and expression.

Anchor standard 9: Apply criteria to evaluate artistic work

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why ight criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.8a Create a convincing and logical argument to support an evaluation of artt.

- I can evaluate the quality and effectiveness of my artwork and the work of others.
- I can offer suggestions for improvement that reflect specific criteria appropriate to the style of work.
- I can develop and apply criteria for evaluating quality and effectiveness of the work of art.
- I can explain how specific criteria are appropriate to analyze a given style of an artwork.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

- I can help build a collection of artwork that reflects a range/variety of experiences.
- I can collaborate with others to create various theme-based drawings, paintings, printmaking and sculpture.
- I can combine multiple perspectives to create a singular work of art that reinforces group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

- I can explain how works of art reflect the environment in which they are created.
- I can explain how history/culture and the Arts influence each other.
- I can analyze characteristics of works of art in relation to particular cultures, times, and places in the context in which they were created.
- I can determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.