









MS 8 Art

Maine Virtual Academy

UNITS (8/8 SELECTED)

-  Unit 1: Orientation
-  Unit 2: Nature & Found Art
-  Unit 3: Mindful Art
-  Unit 4: Art of Origami
-  Unit 5: Art & Written Word
-  Unit 6: Charcoal
-  Unit 7: Ceramic Art
-  Unit 8: Illusions in Art

SUGGESTED DURATION

10 teaching days

16 teaching days

25 teaching days

30 teaching days

25 teaching days

14 teaching days

33 teaching days

10 teaching days

Unit 1: Orientation

MS 8 Art

UNIT SUMMARY

In this unit, artists will learn the routines, expectations, and tools needed to be successful in the art classroom. Students will explore art materials and procedures, reflect on their prior art experiences and skills, and complete introductory activities that help them express their interests and creative strengths. This unit helps establish a positive, organized studio environment while giving the teacher insight into each student's starting point as an artist.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	C1.a.
Fluency	
	E5.
Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.	
	E4.
Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.	
	E5.i.
Demonstrating safe behavior	
	E5.g.
Demonstrating ethical behavior	
	E5.f.
Accepting responsibility for personal behavior	
	E5.b.
Respecting differences	
	E5.a.
Getting along with others	

Unit 1: Orientation

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

How to Be Successful

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students learn what is required to be successful in the art room, fill out forms, etc.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	C1.a.
Fluency	
	E5.a.
Getting along with others	
	E5.b.
Respecting differences	
	E5.f.
Accepting responsibility for personal behavior	
	E5.g.
Demonstrating ethical behavior	
	E5.i.
Demonstrating safe behavior	

A Little Introduction

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: students are given multiple options for creating a small introduction of themselves to help the teacher get to know them.

STANDARDS

Maine - Grade 6-8 - Visual Arts

Unit 1: Orientation

MS 8 Art

E4.
Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.
E5.
Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.
E5.f.
Accepting responsibility for personal behavior
E5.g.
Demonstrating ethical behavior
E5.i.
Demonstrating safe behavior
C1.a.
Fluency

Unit 2: Nature & Found Art

MS 8 Art

UNIT SUMMARY

In this unit, artists will explore how everyday objects and natural materials can be transformed into meaningful works of art. Students will learn to select, combine, and manipulate nontraditional materials, reflect on their creative choices, and revise their work through feedback. They will also develop skills in evaluating, curating, and presenting their finished pieces for installation, considering audience, space, and artistic intent.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
A2.
Students compare features of composition both within an art work and among art works.

Unit 2: Nature & Found Art

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Found Art 1

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK4

Description: Students learn about found art, what it is, and how to begin making their own.

Found Art 2

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students create an original piece of found art after collecting and curating.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A2.
Students compare features of composition both within an art work and among art works.
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

Found Art 3

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students learn about natural outdoor art through artist Andy Goldsworthy, and create their own original piece.

STANDARDS

Maine - Grade 6-8 - Visual Arts

Unit 2: Nature & Found Art

MS 8 Art

A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.
Students compare features of composition both within an art work and among art works.
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.

Found Art 4

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK):DOK4

Description: Students use reflection and observation to expand their learning on natural art.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.

Unit 3: Mindful Art

MS 8 Art

UNIT SUMMARY

In this unit, artists will explore mindfulness as a creative practice in art. Through videos and interactive lessons, students will learn techniques for slowing down, working intuitively, and responding to music and movement while creating. They will apply mindful art strategies to create personally meaningful artwork that reflects their emotions, experiences, and individual artistic voice.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
D1.
Students compare and analyze art forms.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.
Students compare features of composition both within an art work and among art works.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
B3.b.
Demonstrate knowledge of visual art concepts.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
C1.b.
Flexibility

Unit 3: Mindful Art

MS 8 Art

C1.c.	
Elaboration	
C1.d.	
Originality	

Unit 3: Mindful Art

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Mindful Art Intro

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students begin to learn about mindfulness in art, and develop their own personal understanding of the term through small practices.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
D1.
Students compare and analyze art forms.
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
B3.b.
Demonstrate knowledge of visual art concepts.
C1.b.
Flexibility
C1.c.

Unit 3: Mindful Art

MS 8 Art

Elaboration
C1.d.
Originality

Brain Dump Doodles

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students use mindfulness to put all their thoughts and feelings onto paper without limiting themselves. They learn to accept mistakes and work with them

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B3.
Students create art works that communicate an individual point of view.

Emotion of Color

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK):DOK3/DOK4

Description: Students learn about how color connects to emotion through artist examples. They use their knowledge to practice this in writing and through painting.

STANDARDS

Maine - Grade 6-8 - Visual Arts
B3.c.
Communicate a variety of ideas, feelings, and meanings.
B3.
Students create art works that communicate an individual point of view.

Unit 3: Mindful Art

MS 8 Art

C1.d.
Originality
E2.
Students explain skills and concepts that are similar across disciplines.
E4.
Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.
E5.b.
Respecting differences

Unit 4: Art of Origami

MS 8 Art

UNIT SUMMARY

In this unit, artists will explore the history and cultural significance of origami and how the art form has evolved and is practiced in the United States today. Students will learn and apply basic origami folding techniques, developing precision and spatial awareness, and will enhance their creations by incorporating drawing and coloring to add personal artistic expression.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
A1.	
	Students explain and compare different purposes of artists and their artwork, in the context of time and place.
B1.	
	Students choose suitable media, tools, techniques, and processes to create original art works.
E1.	
	Students compare products of the visual/performing arts to understand history and/or world cultures.
D1.	
	Students compare and analyze art forms.
B3.a.	
	Demonstrate skills in the use of media, tools, techniques, and processes.
C1.	
	Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
C1.a.	
Fluency	
C1.e.	
Analysis	
E2.	
	Students explain skills and concepts that are similar across disciplines.
E3.	

Unit 4: Art of Origami

MS 8 Art

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

E5.

Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

E5.d.

Managing conflict

E5.e.

Accepting/giving/using constructive feedback

Unit 4: Art of Origami

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Origami Discussion and Share

Assessment Type: Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3

Description: Students discuss and share origami with each other to evaluate prior knowledge and interests.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
D1.
Students compare and analyze art forms.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.

Origami Rabbit OR Paper Crane

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK4

Description: creation of origami through teacher guidance and lesson

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.

Unit 4: Art of Origami

MS 8 Art

B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
C1.a.
Fluency
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
C1.e.
Analysis
E2.
Students explain skills and concepts that are similar across disciplines.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E5.
Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.
E5.d.
Managing conflict
E5.e.
Accepting/giving/using constructive feedback

Origami Dragon Eye

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK4

Description: Students get to combine drawing and folding techniques to create an original artwork

STANDARDS

Maine - Grade 6-8 - Visual Arts

Unit 4: Art of Origami

MS 8 Art

B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
C1.a.
Fluency
C1.e.
Analysis
D1.
Students compare and analyze art forms.
E2.
Students explain skills and concepts that are similar across disciplines.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E5.
Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.
E5.d.
Managing conflict
E5.e.
Accepting/giving/using constructive feedback

Unit 4: Art of Origami

MS 8 Art

Origami Choice

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students have freedom to choose their own origami for the final piece

STANDARDS

Maine - Grade 6-8 - Visual Arts	
B1.	
	Students choose suitable media, tools, techniques, and processes to create original art works.
B3.a.	
	Demonstrate skills in the use of media, tools, techniques, and processes.
C1.	
	Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
C1.a.	
	Fluency
C1.e.	
	Analysis
D1.	
	Students compare and analyze art forms.
E1.	
	Students compare products of the visual/performing arts to understand history and/or world cultures.
E2.	
	Students explain skills and concepts that are similar across disciplines.
E3.	
	Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

Unit 4: Art of Origami

MS 8 Art

E5.
Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.
E5.d.
Managing conflict
E5.e.
Accepting/giving/using constructive feedback

Unit 5: Art & Written Word

MS 8 Art

UNIT SUMMARY

In this unit, artists will integrate English Language Arts skills into the creation of visual artwork. Students will write original stories or poems, analyze how literary themes and techniques are reflected in well-known works of art, and then apply those connections to create their own original visual pieces. This unit emphasizes creative writing, interpretation, and the translation of ideas across artistic mediums.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
B3.
Students create art works that communicate an individual point of view.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
D1.
Students compare and analyze art forms.
E5.h.
Following established rules/etiquette for observing/listening to art
E5.i.
Demonstrating safe behavior
E5.g.
Demonstrating ethical behavior

Unit 5: Art & Written Word

MS 8 Art

E5.f.
Accepting responsibility for personal behavior
E5.e.
Accepting/giving/using constructive feedback
E5.b.
Respecting differences
E5.c.
Working as a team/ensemble
E5.a.
Getting along with others
E5.d.
Managing conflict
E2.
Students explain skills and concepts that are similar across disciplines.
C1.d.
Originality
C1.c.
Elaboration
B3.c.
Communicate a variety of ideas, feelings, and meanings.
B3.b.
Demonstrate knowledge of visual art concepts.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.

Unit 5: Art & Written Word

MS 8 Art

A2.a.

Compare Elements of Art: color, form, line, shape, space, texture, and value.

Unit 5: Art & Written Word

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Visual Journals

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK):DOK4

Description: New Year Activity Cut & Paste

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

Winter Time Journal Pages

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Continue in journal practice via winter theme

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
E3.

Unit 5: Art & Written Word

MS 8 Art

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

Visual Storytelling

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Watercolor & Cut Collage with Words

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	B3.
Students create art works that communicate an individual point of view.	
	C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.	
	D1.
Students compare and analyze art forms.	

Unit 6: Charcoal

MS 8 Art

UNIT SUMMARY

In this unit, students will build and refine their skills in charcoal drawing. They will learn and practice techniques such as value shading, blending, erasing for highlights, creating contrast, and developing texture and form. Through guided practice and experimentation, students will apply these techniques to create original finished artworks that demonstrate technical growth, control of the medium, and personal artistic style.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B4.
Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.
D1.
Students compare and analyze art forms.
E5.
Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
B3.
Students create art works that communicate an individual point of view.

Unit 6: Charcoal

MS 8 Art

E4.

Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.

A2.

Students compare features of composition both within an art work and among art works.

A2.a.

Compare Elements of Art: color, form, line, shape, space, texture, and value.

A2.b.

Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

Unit 6: Charcoal

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Charcoal Basics

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students learn basic charcoal techniques

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B4.
Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.
D1.
Students compare and analyze art forms.

Charcoal Sphere

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students learn to use value and shading with charcoal

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
E5.
Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

Unit 6: Charcoal

MS 8 Art

Charcoal Tree

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK):DOK4

Description: Students put their learned techniques into creating a drawing of a tree, guided by the teacher

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
B3.
Students create art works that communicate an individual point of view.

Charcoal Final

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: students create a final original artwork in charcoal

STANDARDS

Maine - Grade 6-8 - Visual Arts
B4.
Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

Unit 6: Charcoal

MS 8 Art

E4.

Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.

Unit 7: Ceramic Art

MS 8 Art

UNIT SUMMARY

In this unit, artists will learn foundational clay-working techniques. Students will practice creating and using slip, attaching and joining clay pieces, and applying proper finishing methods to strengthen and preserve air-dry clay. Using these skills, they will design and create original pottery and sculptural works that demonstrate craftsmanship, creativity, and structural stability.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
E5.i.	Demonstrating safe behavior
E5.f.	Accepting responsibility for personal behavior
E5.e.	Accepting/giving/using constructive feedback
E3.	Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
D1.a.	Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
C1.d.	Originality
C1.b.	Flexibility
C1.a.	Fluency
C1.	Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

Unit 7: Ceramic Art

MS 8 Art

B4.

Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

B3.a.

Demonstrate skills in the use of media, tools, techniques, and processes.

B2.

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B1.

Students choose suitable media, tools, techniques, and processes to create original art works.

Unit 7: Ceramic Art

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Intro to Ceramics: Pots

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)/Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students follow along to create pinch pots and coil pots

STANDARDS

Maine - Grade 6-8 - Visual Arts	
B3.a.	Demonstrate skills in the use of media, tools, techniques, and processes.
B4.	Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.
C1.	Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
C1.a.	Fluency
C1.b.	Flexibility
B1.	Students choose suitable media, tools, techniques, and processes to create original art works.
B2.	Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
D1.a.	Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.

Unit 7: Ceramic Art

MS 8 Art

E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E5.e.
Accepting/giving/using constructive feedback
E5.f.
Accepting responsibility for personal behavior
E5.i.
Demonstrating safe behavior
C1.d.
Originality

Glazing and Painting

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK):DOK4

Description: Students using paint to finish their pots off, creating original art

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
C1.a.
Fluency

Unit 7: Ceramic Art

MS 8 Art

C1.b.
Flexibility
C1.d.
Originality
D1.a.
Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E5.e.
Accepting/giving/using constructive feedback
E5.f.
Accepting responsibility for personal behavior
E5.i.
Demonstrating safe behavior

It Takes Two

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students use their learned techniques to create sculptures with clay

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles

Unit 7: Ceramic Art

MS 8 Art

in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3.a.

Demonstrate skills in the use of media, tools, techniques, and processes.

B4.

Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

C1.

Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

C1.a.

Fluency

C1.b.

Flexibility

C1.d.

Originality

D1.a.

Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.

E3.

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

E5.e.

Accepting/giving/using constructive feedback

E5.f.

Accepting responsibility for personal behavior

E5.i.

Unit 7: Ceramic Art

MS 8 Art

Demonstrating safe behavior

Unit 8: Illusions in Art

MS 8 Art

UNIT SUMMARY

In this unit, artists will explore how drawing techniques can create optical illusions and the illusion of depth. Students will learn and practice pencil shading methods to develop value, contrast, and form in black-and-white drawings and colored compositions. Through guided practice and experimentation, they will use these techniques to trick the eye and create visually engaging, illusion-based artwork.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.
Students compare features of composition both within an art work and among art works.
A2.b.
Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
D1.c.
Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
D1.d.
Explain and compare different purposes of artists and art work in the context of time and place.

Unit 8: Illusions in Art

MS 8 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Intro to Illusions

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK):DOK4

Description: introduction to drawing illusions with pencil, pen, etc.

STANDARDS

Maine - Grade 6-8 - Visual Arts
D1.d.
Explain and compare different purposes of artists and art work in the context of time and place.
D1.c.
Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
A2.b.
Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.

The Wave

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK):DOK4

Description: Students create waves of illusion using colored pencil and shading techniques

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.

Unit 8: Illusions in Art

MS 8 Art

Students compare features of composition both within an art work and among art works.

A2.a.

Compare Elements of Art: color, form, line, shape, space, texture, and value.

A2.b.

Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

B3.a.

Demonstrate skills in the use of media, tools, techniques, and processes.

D1.c.

Compare the effectiveness of selected media, techniques, and processes in communicating ideas.

Ladders & Stairs

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: students create illusions of 3D drawings with pencil and pen

STANDARDS

Maine - Grade 6-8 - Visual Arts

D1.c.

Compare the effectiveness of selected media, techniques, and processes in communicating ideas.

B3.a.

Demonstrate skills in the use of media, tools, techniques, and processes.

A2.b.

Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

A2.a.

Compare Elements of Art: color, form, line, shape, space, texture, and value.

A2.

Students compare features of composition both within an art work and among art works.

Unit 8: Illusions in Art

MS 8 Art

A1.

Students explain and compare different purposes of artists and their artwork, in the context of time and place.