

Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 8
MP 1 Standards for Art Content	<ul style="list-style-type: none"> • 1.1.5–8.Cr1 Generate artistic ideas through observation and imagination • 1.1.5–8.Cr2 Use tools, materials, and elements of art to experiment and express ideas • 1.1.5–8.Cr3 Reflect on artwork and explain artistic choices • 1.2.5–8.Cr1 Plan artwork using sketches and resources • 1.2.5–8.Cr2 Revise artwork during the creative process • 1.7.5–8.Cr1 Demonstrate craftsmanship and control • 1.7.5–8.Cr2 Use 2-D and 3-D media effectively • 1.3.5–8.Pr1 Safe handling and presentation of artwork • 1.3.5–8.Pr2 Explain choices for displaying art • 1.4.5–8.Re1 Observe and describe using art vocabulary • 1.4.5–8.Re2 Interpret meaning and emotion • 1.5.5–8.Re1 Ask questions about artwork • 1.5.5–8.Re2 Compare art across cultures and time
MP 1 Topics	<p>Students revisit major drawing foundations while setting expectations for portfolio-quality work, sketchbook planning, purposeful revision, and craftsmanship. Focus includes contour refreshers, proportion drills, and composition planning.</p> <p>Students deepen structural form analysis by breaking complex subjects—architecture, objects, machinery, plants—into root shapes, planes, angles, and subdivisions. Drawings reflect multi-view studies and form accuracy.</p> <p>Students examine the proportional skeleton, joint mechanics, gesture, balance, motion, and muscle grouping. They draw full figures using structure, measurement, and alignment to show action, posture, and realism.</p> <p>Students explore portrait realism through facial planes, bone landmarks, symmetry, angle changes, and expressive choices. Portrait work may include identity, heritage elements, symbolism, cultural attire, or storytelling imagery.</p> <p>Students create studies showing expanded value systems, reflective shine, soft and hard edges, and cast shadows. Focus includes tonal layering, graphite density, and realism through highlight, mid-tone, core shadow, reflected light, and cast shadow.</p> <p>Students apply complex spatial illusion using converging lines, vertical alignment, multiple vanishing points, horizon placement, scale shifts, and geometric breakdowns to draw realistic streetscapes, exteriors, or interior spaces.</p>

Students analyze motifs, textile systems, architectural forms, color symbolism, and pattern geometry found within global traditions such as African, Indigenous, Latin, Asian, and Caribbean cultures. Drawings incorporate identity, ancestry, and symbolic imagery supporting Amistad and CRAE.

Students complete advanced observational drawings using proportion checks, angle mapping, negative space, value contrast, highlight logic, and texture analysis. In-depth studies include still-life, everyday objects, architecture, and nature forms.

Students conduct inquiry into culturally significant artists whose drawings reflect personal heritage, historical documentation, social inquiry, identity framing, and activism. Examples include:

- Kehinde Wiley
- Bisa Butler
- Charles White
- Faith Ringgold
- Jacob Lawrence
- Frida Kahlo
- Romare Bearden
- Alma Thomas

Students produce drawings inspired by artist style, message, or narrative focus.

Students produce a final master-level drawing that synthesizes:

- full light logic and value control
- accurate proportion and structural form
- two-/three-point perspective
- figure or portrait construction
- heritage symbolism, cultural design, or identity themes
- narrative setting and message-based composition

Students critique and write an artist statement explaining technique, symbolism, cultural influences, message, and aesthetic decisions.

MP 1
Skills- Concepts

Advanced Drawing Concepts & Realism: Students intentionally apply elements and principles of art, structural forms, anatomical and facial proportion, full light logic, and two- to three-point perspective to create accurate, dimensional drawings with strong spatial depth.

- **Technical Mastery, Observation & Process:** Students use confident contour line, measurement techniques, value mapping, advanced shading methods, texture rendering, and multi-stage drafting and revision to strengthen realism, craftsmanship, and precision.
- **Composition, Design & Visual Communication:** Students plan disciplined compositions using focal points, spatial layers, contrast, balance, movement, negative space, and perspective structure to communicate narrative clarity and artistic intent.
- **Cultural Storytelling, Inquiry & Artistic Voice:** Students integrate heritage symbolism and global artistic traditions (Amistad aligned), analyze diverse artists and historical contexts, engage in critique using academic vocabulary, and develop empathy, perseverance, and personal creative identity through visual storytelling.

MP 1
Core Materials

Drawing Tools

- Full graphite pencil range (HB, 2B, 4B, 6B, 8B) for contour, structure, and deep value rendering
- Standard #2 pencils for gesture drawing, proportion mapping, and warm-up studies
- Fine-tip and ultra-fine black pens/ink liners for final contour, detail emphasis, and graphic contrast
- Erasers:
 - kneaded (for controlled highlight lifting, light logic adjustments, and soft corrections)
 - vinyl/block (for clean edges, sharp revisions, accurate proportion edits)
 - precision-tip or eraser-cap tools (for tiny corrections, eye highlights, texture detailing)
- Optional media:
 - charcoal pencils or sticks for dramatic shading, expressive contrast, and plane study
 - white charcoal pencils for negative-space drawings on dark paper

Paper and Surfaces

- Heavyweight white drawing paper (9x12 and 12x18) for final compositions, portraits, and perspective drawings
- Sketchbook journals (required) for:
 - gesture and structural form drills
 - proportion charts
 - light-logic studies
 - composition planning
 - artist research notes
 - cultural symbolism design
 - reflective critique responses
- Newsprint or manila paper for drafting, measuring practice, and multiple trial sketches
- Grid paper for:
 - multi-point perspective layouts

- architectural scaling
- figure proportion study
- structural mapping of complex forms
- Black construction paper for reverse drawing, highlight emphasis, and cultural pattern design

Measurement & Perspective Tools

- Transparent rulers for:
 - horizon lines
 - vanishing-point alignment
 - architectural shaping
 - scale proportions
- Angle finders or angle reference cards for measuring tilt in portraits, figures, and buildings
- Perspective guides and diagrams illustrating:
 - two-point and three-point systems
 - vertical and horizontal convergence
 - height and distance scaling

Marking Period 2 (MPII)	General Art Curriculum Pacing Guide -Grade: 8
MP 2 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.6 Students apply strategies to brainstorm and develop ideas for artworks. • VA:Cr2.1.6 Students use various techniques, processes, and materials to create finished artwork that communicates a theme or idea. • VA:Cr3.1.6 Students reflect and revise artwork based on feedback and artistic goals. • VA:Pr4.1.6 Students analyze how display and context influence the meaning of artwork. • VA:Re7.1.6 Students analyze how artists use elements and principles to communicate ideas. • VA:Re8.1.6 Students interpret artwork based on evidence, context, and personal understanding. • VA:Cn10.1.6 Students create artwork that communicates personal interests, current events, and cultural ideas. • VA:Cn11.1.6 Students explain how artwork reflects time, place, culture, and historical context.
MP 2 Topics	<p>Review painting tools and advanced techniques</p> <p>Color theory and expressive mixing</p> <p>Layering and depth</p> <p>Composition and focal point</p> <p>Observational painting</p> <p>Cultural identity themes</p> <p>History and artistic influence</p> <p>Mood and expressive brushwork</p> <p>Revision and critique</p> <p>Artist statement and display</p>
MP 2 Skills- Concepts	<p>Advanced Painting Techniques & Depth: Students use advanced blending, value control, expressive color, and spatial composition to create depth, realism, and visual focus.</p> <ul style="list-style-type: none"> • Artistic Concepts & Cultural Meaning: Students explore cultural identity, historical context, and artist influences to inform subject matter and stylistic choices.

• **Personal Voice & Visual Storytelling:** Students communicate personal narratives and artistic intent through color, imagery, and compositional decisions.

• **Critique, Reflection & SEL:** Students participate in formal critique, reflect on artistic growth, express intent clearly, and engage respectfully in artistic dialogue.

MP 2

Core Materials

- Tempera, acrylic, or watercolor paint
- Brushes (varied)
- Mixing palettes
- Heavy paper, canvas board, or canvases
- Research sources (print and digital)
- Sketchbooks for planning
- Aprons/smocks

Marking Period 3 (MPIII)	General Art Curriculum Pacing Guide -Grade: 8
MP 3 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.8 Students develop personal themes and ideas for sculpture using observation, research, and planning. • VA:Cr2.1.8 Students purposefully select tools, materials, and sculptural processes to create well-structured 3D artwork. • VA:Cr3.1.8 Students apply critique, revision, and refinement to improve structure, detail, and communication in sculpture. • VA:Pr4.1.8 Students evaluate how scale, context, placement, and lighting influence the meaning of sculpture. • VA:Re7.1.8 Students analyze how sculptural elements (form, space, texture, balance) communicate ideas or emotions. • VA:Re8.1.8 Students interpret meaning in sculpture using evidence from design choices, materials, and cultural context. • VA:Cn10.1.8 Students connect their artwork to personal, cultural, social, or community themes. • VA:Cn11.1.8 Students compare sculpture traditions across time periods, cultures, and environments.
MP 3 Topics	<p>History and purpose of sculpture across cultures</p> <p>Concept development and planning</p> <p>Advanced additive and subtractive techniques</p> <p>Armature building and internal support</p> <p>Clay and mixed media modeling</p> <p>Wire sculpture: movement, gesture, and line</p> <p>Surface texture, finishing, and detail refinement</p> <p>Paint, patina, and surface treatment</p> <p>Artist statement: intention, process, meaning</p> <p>Critique and formal presentation</p>
MP 3 Skills- Concepts	<p>Advanced Sculptural Design, Construction & Structural Techniques:</p> <p>Students design sculptures from concept to completion using armature construction, structural reinforcement, and advanced modeling, carving, shaping, and assembly methods to ensure stability and artistic clarity.</p>

Proportion, Balance & Three-Dimensional Spatial Awareness:

Students apply principles of proportion, balance, and structural integrity while developing spatial awareness and understanding dimensional relationships within sculptural form.

Material Exploration, Symbolism & Surface Development:

Students use material choices intentionally to communicate meaning while applying expressive detail, texture, and surface finishes that enhance symbolism and visual impact.

Artistic Intent, Cultural Context & Presentation Awareness:

Students understand how sculpture reflects cultural, personal, and social ideas, recognize how material and presentation influence interpretation, and consider audience response in the display and communication of sculptural work.

MP 3

Core Materials

- Air-dry clay
- Wire, armature tools, foil
- Cardboard, wood sticks, recyclable materials
- Glue guns, adhesives (teacher use)
- Carving/modeling tools
- Paint, patina materials
- Examples/images of global, historical, and contemporary sculpture

Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 8
MP 4 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.8 Students develop textile and craft concepts using cultural research, personal themes, and expressive design planning. • VA:Cr2.1.8 Students purposefully use textile processes—such as advanced weaving, embroidery, felting, knotting, fabric printing, or mixed-fiber construction—to create expressive 2D or 3D textile artworks. • VA:Cr3.1.8 Students revise and refine craftsmanship, structural integrity, and symbolic detail through critique and self-evaluation. • VA:Pr4.1.8 Students evaluate how scale, context, arrangement, and environmental setting influence the meaning and impact of textile works. • VA:Re7.1.8 Students analyze how textile artists use pattern, motif, texture, and material to communicate identity, culture, and meaning. • VA:Re8.1.8 Students interpret symbolic and cultural meaning in textile artworks using evidence from technique, composition, and design. • VA:Cn10.1.8 Students create textile artworks that connect to cultural heritage, social issues, personal identity, or community narratives. • VA:Cn11.1.8 Students compare and contrast global textile traditions to understand how geography, history, and culture shape materials, patterns, and purpose.
MP 4 Topics	<p>Global textile traditions and cultural meaning</p> <p>Fiber analysis: properties, texture, and material choice</p> <p>Designing motifs and symbolic patterns</p> <p>Advanced weaving: multiple colors, shaping, or tapestry effects</p> <p>Embroidery and needlecraft techniques for expressive imagery</p> <p>Felt-making or fabric manipulation techniques (safe classroom methods)</p> <p>Fabric printing or stamping (pattern blocks, repeat designs)</p> <p>Embellishment and surface refinement (beads, threads, appliqué)</p> <p>Artist statement: identity, culture, symbolism, meaning</p> <p>Installation, gallery-style display, and critique</p>
MP 4 Skills- Concepts	<p>Advanced Textile Design, Planning & Craftsmanship: Students design and plan complex textile artworks using advanced weaving, embroidery, fabric manipulation, and finishing techniques while demonstrating precision, craftsmanship, and intentional construction.</p>

	<p>Pattern, Texture & Material Exploration: Students apply symbolic patterns, motifs, and varied textile processes while analyzing fiber properties, texture, and material selection to enhance visual and structural outcomes.</p> <p>Cultural Traditions, Symbolism & Visual Storytelling: Students examine global textile traditions and incorporate pattern and motif as forms of visual storytelling that communicate cultural, personal, and social meaning.</p> <p>Artistic Intent, Function & Meaningful Design: Students evaluate the relationship between functional and artistic textiles while making intentional design choices that reflect identity, heritage, and expressive purpose through careful planning and execution.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Yarn, thread, embroidery floss • Cardboard or wooden looms • Fabric scraps, felt sheets, fiber batts (for felting) • Plastic or metal (student-safe) needles • Beads, sequins, decorative fibers • Fabric-safe markers, stamp pads, block-printing tools (safe classroom options) • Glue, scissors • Visual examples of global textile traditions (Guatemalan weaving, Japanese sashiko, African kente cloth, Andean textiles, Native American beadwork, Indian block printing)