



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT

COURSE SYLLABUS

Course Name: MS 8th Grade Visual/Fine Art

Length: Semester

Teacher: Allison Frobey

Course Description: *Pop Art*

The theme of the 8th Grade course is Pop Art. The curriculum focuses on some of the famous artists, products, and recurring concepts and techniques that have made the genre steadfast through the ages. The students will incorporate similar techniques and subjects into their own contemporary works, which will reveal information about the modern world that influences them! Why Pop Art? Because 8th graders tend to know all about modern fads, and that is exactly what influences Pop Artists.

Competencies or Standards Assessed:

-*Creating*: A proficient 8th-grade student artist will select, organize, and design images and words to make visually clear and compelling presentations. Because most of their inspirations will come from already famous products, they will learn to demonstrate awareness and ethics of appropriation, fair use, copyright, and open source, as they showcase a willingness to experiment with those words and images in order to produce innovative new designs that they can claim ownership of. Their artworks and written statement, which goes with them, will be expected to be clear and compelling by the end of each unit.

-*Presenting*: A proficient 8th-grade student artist will develop and apply skillful techniques to their artworks. They will then collaboratively prepare and present selected theme-based artworks for display at their Continuation Ceremony. The exhibition will formulate narratives for the viewers about who they are, what they believe in, and what influences them as an 8th grader.

-*Responding*: A proficient 8th-grade student-artist will be able to compare and contrast artistic media in which viewers encounter images that influence ideas, emotions, and actions. They will be able to explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. They will use proper vocabulary terms while doing so.

-*Connecting*: A proficient 8th-grade student-artist will be able to write a convincing and logical argument to support an evaluation of art. They will interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and the mood conveyed.

Anchor Texts or Major Curriculum:
n/a

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Intro to Pop Art	<p>Why is pop art called pop art?</p> <p>How long has pop art been around?</p> <p>What are common images in pop art, and what do new pop artists need to do if they wish to use them again?</p> <p>How is pop art a blend of fine art and the commercial arts?</p> <p>What is typography?</p>
Sculptural Collages	<p>What form of art did the very first pop artworks take, who made them, and why?</p> <p>What are the different forms of collage?</p> <p>How does an artist's control of juxtaposition affect the clarity and meaning of the message their collage is meant to convey?</p>
Roy Lichtenstein	<p>In terms of his artistic career, where did Roy Litchestine begin, and where did he end?</p> <p>Why did Lichtenstein choose teenagers as a target audience?</p> <p>How do comics reveal current events?</p> <p>What are stylization processes do comic artists use to take real-life images through?</p>
Tech & Toons	<p>What has defined what a cartoon can be through the ages?</p> <p>What are some major technological shifts that have influenced the materials pop art can be made from, and therefore what toons can look like?</p> <p>What are some cons of technology, and how can we use them to appropriate what art can look like?</p>

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.



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Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

Meeting daily/weekly goals will be extremely important in order to fluidly turn formative assignments into summative projects. This means the student must complete short-term assignments in a timely fashion in order for long-term projects to be completed on time.

Many materials in the art room are shared by many students. All materials that belong to the school must be handled with respect and always be returned if borrowed. If, while within the care of a student, a material goes missing or is accidentally damaged, they may need to replace the item. If the student purposefully uses any resource inappropriately, it may be removed from their toolkit, yet they will still be expected to find a way to complete the project as it is assigned.

During this MS art course, we may work with materials and/or view pieces of artwork that need to be observed, cared for, and/or spoken of with respect and maturity. Some works of art and the artists who create them may have styles, practices, and/or themes that have earned controversial attention. It is important to be aware of the learning expectations associated with these artifacts, and to keep an open mind when referring to their impact on the art world.

All the students' formative assignments will remain in school until the end of the year. They will be showcased at the 8th Graders' Continuation Ceremony. If the student wants to take them home, they will need to remember to come get them on the last days of school.