

COURSE TITLE:

ART
GRADE 8

LENGTH:

FULL YEAR

SCHOOLS:

PIERREPONT SCHOOL
UNION SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Pierrepont School & Union School
Rutherford, NJ
ART GR. 8
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

The 8th grade curriculum is unique in its ability to recognize art as a creative individual discipline, as well as acknowledging it as a strong academic process.

The program is based on this academic process that emphasizes art and art history in a progressive approach to teaching the basic fundamentals of art. The fundamentals are achieved through a flexible grade unit format, which is based upon participation, effort, studio work, and projects rather than the traditional single grade approach. Two-and three-dimensional Art Units are introduced, developed, reinforced and mastered. This allows the opportunity to provide activities that meet the needs of the student at his/her level.

Creativity should be a part of the total life existence. Art, as a subject, should not be rigidly structured; rather, it should:

- Develop sensitivity to the environment through awareness of the student's surrounding.
- Allow a student to express in an original manner his/her own response through a variety of media, utilizing the basic art concepts.
- Develop aesthetic values through thoughtful discrimination.

Projects created by students review and utilize in greater complexity the tools and materials which the student has learned previously. Building upon acquired perceptual abilities, the student now learns to appreciate such subtle aspects of art composition as perspective and depth, light and shadow, movement in space, and the artistic qualities perceived in abstract art.

Through the discussion of art history, the student learns to look upon art as partially the reflection of the cultural ideas of the time, and to recognize the influence of these factors upon an artist and his work.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS WITH CORRESPONDING CLASSROOM SKILLS AND CONTENT OBJECTIVES

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION:

Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 8.

GRADE 8 CLASSROOM OBJECTIVES FOR STANDARD 1.1

Skills

The use of elements and principles of art will be further explored.

Content

1. Teacher presentation/demonstration of elements and principles of art.
2. Students will participate in class discussion on the use of elements and principles of art.
3. Students will execute projects based on a specific element and principle of art.
4. Students will recognize the difference between elements and principles of art.

GRADE 8 CLASSROOM OBJECTIVES FOR STANDARDS 1.2**Skills**

Students will be able to study and understand the art of different time periods and cultures.

Content

1. Teacher presentation of art based on different cultures/time periods.
2. Students will be able to identify, recognize and describe characteristics of art from different world cultures and historical periods.
3. Students will identify the community and family as a theme used to create art.
4. Students will examine the relationship between art and the society it comes from.

GRADE 8 CLASSROOM OBJECTIVES FOR STANDARD 1.3**Skills**

Students will continually develop their ability to create art through the completion of art projects.

Content

1. Students will create art relating to classroom curriculum.
2. Students will continue to explore the use of different media in the creation of various artworks.
3. Students will create art in response to selected themes.
4. The basic elements and principles of art will be further explored.
5. Students will express themselves using various types of art forms.
6. As the student's art learning and ability progress, he/she continues to learn new methods of creating a finished art product. The student should be able to use a large array of art tools and materials to create his/her own artwork.
7. Completed student artwork will be displayed throughout the school year.

GRADE 8 CLASSROOM OBJECTIVES FOR STANDARD 1.4**Skills**

Students will be able to continually develop aesthetic perceptions. These include the concepts that art is enjoyable, that each artwork is unique, and that there are many kinds of art.

The student builds upon previous knowledge of basic art concepts. His/her appreciation of art broadens to include respect for such things as technique, originality, imagination, symbolism, and the importance of the total visual effect.

Students will be able to understand and utilize the concept of a critique in relationship to their own artwork and the artwork of others.

Content

1. Students will develop self-awareness through their artwork.
2. Students will develop respect for their work and others.
3. Students will express their feelings and individuality both verbally and on paper.
4. Students will communicate and respond to various works of art from different cultures and time periods.
5. Students will develop personal feelings and opinions about various works of art.
6. The student's perceptual skills become more developed.
7. Students will continue to look at artists' work as references.
8. Students will be able to talk about all types of artwork.
9. Students will critique artwork through the use of elements and principles of design.
10. Students will use visual art vocabulary when expressing one's opinion about art.
11. Students will be able to distinguish the subject matter of a piece of art.
12. Students will realize and appreciate the value of a critique.

3. PROFICIENCY LEVELS

The student builds upon previous knowledge of basic art concepts each year. His/her appreciation of art broadens to include respect for such things as technique, originality, imagination, symbolism, and the importance of the total visual effect.

The grade level skills continue to develop with the manipulation of materials and an understanding of art techniques.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments, including:

- Teacher observation
- Individual and group critique
- Completed projects
- Display of students' work
- Students will receive a letter grade in art

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program, including:

- Teacher/departamental meetings
- Teacher observations
- Completed projects
- Art displays
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. GROUPING

Art is part of the standard curriculum for all students in grade 8 in the Rutherford School District.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

All students in grade 8 have art for a minimum of one quarter.

7. RESOURCES

Supplies/Materials:

Various weights & textures of paper, construction paper, scissors, glue, rulers, tape, paper punch, stapler, cardboard, pencils, paste, newspaper, art prints, photographs, crayons, pastels, scratch art sticks, colored markers, oil crayons, payons, craypas, sponge, string, watercolors, Pritt Art Paste, Pariscraft, Model Magic, water containers, palettes, tempera paint, brushes, sandpaper

Scrap materials:

Cardboard tubes, wood scraps, styrofoam packing or meat trays, corrugated cardboard

Special papers:

Corrugated paper, scratch boards, tissue, cellophane, fluorescent, metallic, oaktag, cardboard

8. METHODOLOGIES

The following is a list of some of the basic methodologies used in grade 8 art lessons:

- Our introduction includes samples of the project, videos and/or prints or posters and an outline of the procedures to complete the project.
- Discussion of the lesson objective.
- Student procedures for completing the projects based on class time.
- Teacher demonstration, which may include various steps for the creation of the project.
- Critiquing of completed projects.
- Self-evaluation of completed projects.
- Teacher evaluation of completed projects.

9. SUGGESTED ACTIVITIES

1) Drawing and Design

- landscapes
- portraits
- figures
- animals
- still life
- nature
- perspective drawing

2) Elements of Composition

- background/middle ground/foreground
- focal point
- positive/negative
- line-rhythm, movement, variations

3) 3D – Sculpture

- metal work
- cardboard
- Pariscraft
- paper

4) Painting

- color theory
- monochromatic
- cool and warm colors
- watercolor techniques
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10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – ART GRADE 8

<i>Class</i>	Week 1	Week 2	Week 3	Week 4	Week 5
GRADE 8	<ul style="list-style-type: none"> • Introduction to art history • Review elements and principles of art • Drawing with lines • Using line to show detail • Blind contour • Continuous contour 	<ul style="list-style-type: none"> • Drawing-continued • Using marker and pencil to show line • Adding textures with line 	<ul style="list-style-type: none"> • Using value to shade • Adding paint to line drawings • Showing movement with line 	<ul style="list-style-type: none"> • Studies in color • Painting-color theory • Mixing paints to create value • Monochromatic color • Complementary color 	<ul style="list-style-type: none"> • Painting-color theory - continued • Tempera • Watercolor • Pastel

<i>Class</i>	Week 6	Week 7	Week 8	Week 9
GRADE 8	<ul style="list-style-type: none"> • Art appreciation-modern art • Op art • Cubism • Color blending • Using values, lines, and shapes to create movement 	<ul style="list-style-type: none"> • Movement and color - continued • Introduction to sculptural design • Relief sculpture • Art appreciation • Vocabulary • Elements of form • Using less color 	<ul style="list-style-type: none"> • Relief sculpture-continued 	<ul style="list-style-type: none"> • Relief sculpture-continued • Art show prep