

COURSE TITLE:

DRAWING & DESIGN
GRADE 8

SCHOOLS:

PIERREPONT SCHOOL
UNION SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Eighth Grade Drawing and Design provides the aspiring art student with a working knowledge of basic drawing and design skills. Students experience practical guided application of these skills through various activities and classroom projects individualized based upon each student's ability level. The concepts and skills explored in Drawing and Design are further internalized through critique of student artwork as well as artwork from other cultures and historic periods.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

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.

- **Students will learn how to create and then demonstrate the following drawing skills:**
 - contour
 - gesture
 - sketching
 - mass
 - cross-hatch
 - linear
 - stippling
- **Students will demonstrate the ability to identify and draw basic geometric shapes:**
 - cube
 - sphere
 - cone
 - pyramid

- **Students will demonstrate the ability to draw from observation.**
- **Students will demonstrate the ability to effectively use:**
 - drawing pencils – colored pencils
 - charcoal-conté
 - pen and ink and wash
 - pastels – oil, soft
 - cut paper – tissue paper
- **Application of composition planning procedures through the principles of design:**
 - emphasis
 - unity
 - rhythm
 - balance
 - movement
 - contrast
 - pattern
- **Awareness of the elements of design:**
 - line
 - shape
 - form
 - space
 - value
 - color
 - texture
- **Understanding of black and white shapes, as applied through drawing and design (two-dimensional drawing skills.)**
- **An awareness of basic color theory:**
 - primary
 - secondary
 - complementary
 - tertiary
- **Value for his/her work and the work of others in terms of time, effort, and energy needed for its completion.**
- **Ability to work on an individual basis, as well as with a group.**

- **Responsibility for clean-up care of materials, supplies, and equipment in a cooperative manner.**
- **Use of proper art terminology.**
- **Individual and group critique of student artwork as well as various pieces of art from different cultures and historical time periods.**

3. PROFICIENCY LEVELS

This elective course is designed for all students in Grade 8. Students will acquire the knowledge and skills necessary for the appreciation, creation, and response to Drawing and Design.

4. METHODS OF ASSESSMENT

- **Student Assessment**

Student progress and achievements are assessed through a variety of techniques that include, but are not limited to, the following items:

- Individual/group critiques
- Teacher observation
- Class participation
- Projects
- Display of students' work

- **Curriculum/Teacher Assessment**

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

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

5. **GROUPING**

Drawing and Design is available to all 8th grade students as an elective. There are no prerequisite or level placement criteria.

6. **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Drawing and Design is an elective course open to 8th graders for one quarter.

7. **RESOURCES**

- Art and resource books
- Art prints
- Computer
- Videos
- Materials and Tools
 - Pencil, drawing and charcoal
 - Charcoal, vine and pressed
 - Pen and ink
 - Conte crayon
 - Drawing surfaces
 - Brush and ink
 - Scratch board
 - Mixed combinations
 - Pastels
 - Colored pencils
 - Mounting and display materials
- Supplemental Book/Video List

Prints

Art Image Publications
 Division of GB Publishing Inc.
 PO Box 160
 Derby Line, NE 68501-0669

Elements of Design
 Principals of Design
 Crystal Productions
 PO Box 2159
 Glenview, IL 60025

Drawing Basics: Composition
Drawing with Light & Shade
Drawing with Line: the Grid and Proportions
Drawing with Line: Contour & Negative Space
Double Diamond Corporation
PO Box 1557
1480 Ponus Ridge Road
New Canaan, CT 06840
Behind the Scenes – Color
Behind the Scenes – Line
Behind the Scenes – Balance
Behind the Scenes – Depth
Ambrose Video Publishing, Inc.
1290 Avenue of the Americas, Suite 2245
New York, NY 10104

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

- Compose a scratchboard drawing
- Collage (theme based)
- Printmaking (string, etc.)
- Drawing (pencil and marker)
- Positive/negative design (cut paper)
- Dimensional paper sculpture
- Lettering/graphic design

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 – DRAWING & DESIGN – GRADE 8

Class	Week 1	Week 2	Week 3	Week 4	Week 5
DRAWING AND DESIGN GRADE 8	<ul style="list-style-type: none"> • Cut paper design • Review use of exacto knife skills • Good design concepts • Color scheme • Imagination/theme based project • Neatness 	<ul style="list-style-type: none"> • Value-drawing techniques • Drawing in pencil • Use of shading to create form • Darks/lights to create interest • Shadows • Highlights • Texture 	<ul style="list-style-type: none"> • Value to create line, form and texture • Introduce pastels and charcoal • Continue drawing skills 	<ul style="list-style-type: none"> • Metalworking • Using design to create a relief in metal • Form/function • Unique, original, personal concept • Embossing skills 	<ul style="list-style-type: none"> • Color-awareness of basic color theory • Using complementary color • Using contrasting color • Applying layers of color

Class	Week 6	Week 7	Week 8	Week 9
DRAWING AND DESIGN GRADE 8	<ul style="list-style-type: none"> Color theory-continued Color mixing, blending and application 	<ul style="list-style-type: none"> Using color and line in abstract art (drawing, painting, and sculpture) Non-representational art Art history Art vocabulary Critique 	<ul style="list-style-type: none"> Creating a background, middle ground, and foreground Using depth in art Creating space and textures 	<ul style="list-style-type: none"> Paint application Using mixed media for details Art show prep