

ART CURRICULUM
GRADE 8
2001

COURSE DESCRIPTION

Students are introduced to unfamiliar art forms, materials, and more difficult technical skills. Eighth graders are able to work with most artistic materials. The children are exposed to art in social and cultural contexts. There is an emphasis on refining manipulative and observational skills and to developing abstract thinking and problem solving skills. Art elements and principles are reinforced and the students use this knowledge to judge works of art and can explain how these are used in their own work. Students continue to use evaluative skills and apply such to self evaluation and historical works of art. They are aware of how color, line, shape and composition affect their art work and the work of others. Children work individually and cooperatively. Co-curricular activities in art history support and reinforce classroom academic experiences. Children are encouraged to develop positive attitudes of self-expression and experimentation.

Core Curriculum Content Standards

(New Jersey State Department of Education)

- (1.1) All students will acquire knowledge and skills that increase aesthetic awareness in visual arts.
- (1.2) All students will refine perceptual, intellectual, physical, and technical skills through creating visual arts.
- (1.3) All students will utilize arts elements and arts media to produce artistic products.
- (1.4) All students will demonstrate knowledge of the process of critique.
- (1.5) All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishment throughout the ages and which continue to shape contemporary visual arts.
- (1.6) All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

SCANS Cross-Content Workplace Readiness Standards

(New Jersey State Department of Education)

- (2) All students will use information, technology, and other tools.
- (3) All students will use critical thinking, decision-making, and problem-solving skills.
- (4) All students demonstrate self-management skills.
- (5) All students will apply safety principles.

Aesthetic Awareness

Cumulative Progress Indicators

Students will:

- (1.1.2) Understand that arts elements, such as color, line, space, form, may be combined selectively to elicit a specific response.
- (1.1.3) Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.
- (2.6) Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- (2.9) Use technology to present designs and results of investigations.
- (3.3) Formulate questions and hypotheses.
- (3.5) Use the library media center as a critical resource for inquiry and assessment of print and non print materials.
- (3.7) Conduct systematic observations.
- (3.8) Organize, synthesize, and evaluate information for appropriateness and completeness.
- (3.10) Monitor and validate their own thinking.
- (3.11) Identify and evaluate the validity of alternative solutions.
- (3.12) Interpret and analyze data to draw conclusions.
- (3.13) Select and apply appropriate solutions to problem-solving and decision- making situations.
- (4.10) Apply study skills to expand their own knowledge and skills.

Suggested activities may include but are not limited to:

- Use library and on line resources to develop a file of historic art works.
- Research biographical information about a particular artist and present results to class.
- Use reference data to develop a project showing a particular style or technique from the past.
- Model the style of an established artist in the creation of a project.
- Participate in display of student art work in the district art gallery at Hudson Maxim School.
- Research criteria for art evaluation and develop a rubric for use in class.
- Observe and draw a manufactured object in great detail including shading.
- Draw three overlapping figures using continuous contour lines.
- Practice techniques for shading using pen and ink. Create a fully shaded drawing of rounded objects.
- Draw hands in the positions of sign language letters to form names.
- Observe the work of M. C. Escher and create a tessellated design.

Technical Skills

Cumulative Progress Indicators

Students will:

- (1.2.2) Demonstrate technical skills gained in visual arts that are appropriate to students' developmental level.
- (1.1.3) Create, produce works of visual arts individually and with others.
- (2.2) Select the appropriate tools and technology for specific activities.
- (2.9) Use technology to present designs and results of investigations.
- (2.10) Discuss problems related to the increasing use of technologies.
- (3.6) Plan experiments.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.1) Set short and long term goals.
- (4.2) Work cooperatively with others to accomplish a task.
- (4.3) Evaluate their own actions and accomplishments.
- (4.9) Use time efficiently and effectively.
- (4.11) Describe how ability, effort, and achievement are interrelated.
- (5.1) Explain how common injuries can be prevented.
- (5.3) Demonstrate principles of safe physical movement.
- (5.4) Demonstrate safe use of tools and equipment.

Suggested activities may include but are not limited to:

- Follow classroom schedules, use time efficiently, and meet deadlines.
- Actively participate in cleaning and maintaining the art room and related equipment and supplies.
- Identify safety concerns with equipment and substances as needed. Participate in class review of safety when using new materials.
- Use paint and brushes correctly when making a value scale painting.
- Demonstrate appropriate use of clay and glazes when making a ceramic slab mug.

Production

Cumulative Progress Indicators

Students will:

- (1.3.2) Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of visual arts.
- (2.1) Understand how technological systems function.
- (2.2) Select appropriate tools and technology for specific activities.
- (2.9) Use technology to present designs and results of investigations.

- (3.1) Recognize and define a problem, or clarify decisions to be made.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.4) Identify and access resources, sources of information, and services in the school and the community.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.1) Set short and long term goals.
- (4.2) Work cooperatively with others to accomplish a task.
- (4.3) Evaluate their own actions and accomplishments.
- (4.5) Provide constructive criticism to others.
- (4.9) Use time efficiently and effectively.

Suggested activities may include but are not limited to:

- Demonstrate the ability to use soft pastels to draw and shade a landscape.
- Use a third point in perspective drawing to make an object appear three-dimensional. Use tonal perspective to enhance the effect of the drawing.
- Develop a design suitable for linoleum block printing. Cut and print design. Correctly label the edition of prints.
- Use watercolor techniques such as wash, wet-in-wet, and dry brush to create a realistic painting.
- Use a variety of patterns to embellish an object on scratchboard.
- Use a linear design to create a maze. Build a relief sculpture from cardboard. Refer to Oriental and 18th century European architectural and landscape mazes.
- Create a caricature portrait in clay.
- Create an animation design appropriate for a zoetrope. Explore the historical background and uses of the zoetrope.

Process of Critique

Cumulative Progress Indicators

Students will:

- (1.4.2) Offer constructive critique in the evaluation of their own and others' work in the visual arts.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.7) Conduct systematic observations.
- (3.10) Monitor and validate their own thinking.
- (3.11) Identify and evaluate the validity of alternative solutions.

- (3.12) Interpret and analyze data to draw conclusions.
- (4.3) Evaluate their own actions and accomplishments.
- (4.4) Describe constructive responses to criticism.
- (4.5) Provide constructive criticism to others.

Suggested activities may include but are not limited to:

- Display completed art work in classroom or other areas of the school.
- Identify art elements and design principles verbally in student art and the work of professional artists.
- Develop an awareness of diversity and variety in artist's styles.
- Develop awareness of cultural influences in the production of art.
- Use a class -generated rubric to evaluate their own work and that of their classmates.
- Periodic discussion and review of work in progress.
- Create a portfolio of current work.
- Culture

Cumulative Progress Indicators

Students will:

- (1.5.5) Identify significant artists and artistic works in visual arts representing various historical periods, world cultures, and social and political influences.
- (1.5.6) Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.
- (1.5.7) Interpret the meaning expressed in a work of visual arts.
- (2.4) Develop, search, and manipulate databases.
- (2.10) Discuss problems related to the increasing use of technologies.
- (3.9) Identify patterns and investigate relationships.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.6) Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- (4.7) Describe the roles people play in groups.
- (4.10) Apply study skills to expand their own knowledge and skills.
- (4.11) Describe how ability, effort, and achievement are interrelated.

Suggested activities may include but are not limited to:

- Study environmental and historical influences on a particular artist's work.
- Create a time line that parallels area of study in Social Studies classes and indicate artists and art movements.

Design

Cumulative Progress Indicators

Students will:

- (1.6.3) Identify and solve design problems in space, structures, objects, and/or events for home and workplace.
- (2.2) Select the appropriate tools and technology for specific activities.
- (2.7) Use technology and other tools to solve problems, collect data, and make decisions.
- (2.9) Use technology to present designs and results of investigations.
- (3.1) Recognize and define a problem, or clarify decisions to be made.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.4) Identify and access resources, sources of information, and services in the school and the community.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.

Suggested activities may include but are not limited to:

- Use knowledge of elements of art and principles of design to plan and create projects.
- Analyze and identify compositional elements in historical paintings and art work.
- Create an advertising poster that uses the student's name in the product.
- Use an existing photograph of a building and recreate it in a 2 point perspective drawing.
- Create a collage/drawing/painting of a fantasy shoe or other item of footwear.
- Use a grid to enlarge a common playing card's face. Alter the design to reflect personal interests.
- Study a unique style of American regional architecture. Select a building representing one style and do an enlarged detailed drawing of one small area.
- Find examples of manmade items that use natural patterns and textures. Use these patterns and textures in new and innovative ways.

INSTRUCTIONAL STRATEGIES

Demonstrations

Participation in art related activities/museum shows/contests

Collaborative learning

Presentations: traditional, power point

Jigsaw

Gallery
Independent projects
Portfolio compilation
Software programs to enhance art/production
Classroom library
View videos appropriate to subject.

EVALUATION/ASSESSMENT

All students will be evaluated according to multiple indicators, such as portfolio development, art shows, production efforts, rubrics and teacher evaluation