



VALWOOD

GO BEYOND

Eighth Grade Art Curriculum

Eighth Grade Art Overview

Course Description	Topics at a Glance
<p>Building on Exploratory Art learning experiences, students study and apply the elements of art and principles of design in compositions. Inspired by artists and art history, students learn about various materials, tools, techniques, processes and technology in both two and three-dimensional art. Students build and refine motor skills throughout this course. Personal expression is nurtured through an exploration of the creative process. Students understand the role of visual art in shaping historical and cultural traditions. Art history and cultural studies focus on regions within the seventh and eighth grade social studies curriculum. Additional artists and cultures that are not addressed in other middle level art courses may also be included.</p>	<ul style="list-style-type: none"> • Lecture with visuals on Graphic Arts and artists in an art history time line • Advanced artistic problem solving techniques • Advanced layout, pen/ink and drawing skills to enhance product desirability • Artists and artistic styles taught in relation to developing student voice in works of art • Advanced utilization of effective composition and color usage • Enter graphic design competitions such as school play or dance tickets. • Elements of art and principals of design used in creation, collaboration and critique • Choose and display works of art from their portfolio • Other traditional and new media explored • Sketchbook/Journal with preliminary and finished visual and written ideas with regard to product desirability • Gallery/museum experiences – virtual and/or actual
Assessments	Useful Information
<ul style="list-style-type: none"> • Advanced Graphic Arts studio projects in a wide variety of media, techniques and art forms . • Written and oral critiques of self and other works of art. • Advanced understanding and knowledge of graphic art through artists, art forms, and time periods taught with lecture, media presentations and artist experiences. • Advanced understanding of composition and the utilization of the elements of art and the principals of design with regards to Graphic Arts • Expand use of a sketchbook/journal by adding preliminary and finished drawings • Basic skills tests and reflective assessments on knowledge covered during course in both formative and summative ways. 	<p>Art History: Students will exhibit knowledge of art forms and art history with knowledge of 3-6 artists in Graphic Design. Students will study 3-6 graphic design artists or movements. Sources could include: slideshow/lecture, visiting artist, visual information in classroom (posters/books) internet options (you-tube, museum virtual tours) and movies. Students will be asked to reflect on this knowledge (ie; notes in a sketchbook, creation of artwork, written review, etc.). Students will effectively articulate artistic, historical and cultural influences in their works of art.</p> <p>Literacy: Write a critique about a graphic design piece with informed judgments about the relative merits of works of art by using a word bank and an established critique model such as Feldman, Broudy, Barrett. Also, students will be able to articulate their use of media, tools and techniques to express their visual voice in their works of art.</p> <p>21st Century graduate: While students gain confidence in their critical thinking and knowledge of art, they will build a advanced foundation of graphic design experiences in established and new media. They will become further successful in communicating their ideas through self-direction and invention in works of art. Through a variety of resources such as: a Visiting Artists workshop, field trips, history lessons and research, students gain an understanding of how to accesses information efficiently and effectively for clarity how and why art is created. Finally, students will research careers in art.</p>

Content Area: Visual Arts - Eighth Grade Art	
Standard 1: Observe and Learn to Comprehend	
Prepared Graduates: Make informed critical evaluations of visual and material culture, information, and technologies	
Grade Level Expectation Concepts and skills students master: 1. Visual art has inherent characteristics and expressive features	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Investigate and articulate the value of the characteristics and expressive features of art and design in diverse and disparate works of art	Inquiry Questions: 1. What are the ways to analyze and discuss works of art? 2. What other ways are there to analyze and discuss works of art beyond the characteristics and expressive features of art and design?
	Relevance and Application: 1. Visual arts provide opportunities for making informed choices about material culture by employing visual literacy in society while recognizing urban, suburban, historical, and environmental influences. 2. Rituals in creating cultural art solidify the foundational understanding of the identity and purpose of various cultures within society. 3. New technologies and media allow for innovative ways to create new rituals with evolutionary characteristics.
	Nature of Discipline: 1. Artists use close observation to understand objective reality.

Content Area: Visual Arts - Eighth Grade Art	
Standard 1: Observe and Learn to Comprehend	
Prepared Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
Grade Level Expectation Concepts and skills students master: 2. Historical and cultural context are found in visual art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Discern the complexity of art and historical paradigms in cultural context Research and document community art and architecture Discuss art history using an expanded art vocabulary. 	Inquiry Questions: <ol style="list-style-type: none"> What is considered art? How does context affect works of art? Why would context matter when interpreting art? What is a culturally sensitive issue, and how does it impact works of art?
	Relevance and Application: <ol style="list-style-type: none"> Interpreting visual art provides an ability to place contemporary art culture in a broader, historical context. Technology creates new interdisciplinary art forms that build on historical art forms. Innovators of the past were not highly valued, and it is only recently that society is recognizing their importance.
	Nature of Discipline: <ol style="list-style-type: none"> The new media of today creates the future of art. Respect for the art of cultures informs our diversity.

Content Area: Visual Arts - Eighth Grade Art	
Standard 1: Observe and Learn to Comprehend	
Prepared Graduates: Recognize, articulate, and debate that the visual arts are a means for expression Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation Concepts and skills students master: 3. Art and design have purpose and function	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Investigate and articulate the aims of disparate art practices and traditions b. Investigate and articulate symbols and function in meaning and purpose of art works. c. Recognize possible careers in Art 	Inquiry Questions: <ol style="list-style-type: none"> 1. What is the purpose of art? 2. How do different cultures manifest the purposes of art? 3. How can art make important contributions to society?
	Relevance and Application: <ol style="list-style-type: none"> 1. Visual arts provide an ability to discern the underlying intended and unintended purposes of art. 2. Visual arts provide for the ability to discern multiple solutions to visual and spatial problems. 3. Contemporary technologies have enabled the purpose of art to expand.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Investigating art ideas provides for alternative viewpoints and encourages divergent thinking about the reasons for the existence of art.

Content Area: Visual Arts - Eighth Grade Art	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Critique personal work and the work of others with informed criteria Use specific criteria to discuss and evaluate works of art	
Grade Level Expectation Concepts and skills students master: 1. Reflective strategies are used to understand the creative process	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art b. Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, evaluation and established critique models (e.g., Feldman, Broudy, Barrett).	Inquiry Questions: 1. When is art criticism vital, and when is it beside the point? 2. To what extent does a work of art depend on the artist's point of view? 3. To what extent does a work of art depend on the viewer's point of view?
	Relevance and Application: 1. The critical process leads to informed judgments regarding the relative merits of works of art. 2. The critical process developed through the arts also is found in all other disciplines such as scientific inquiry, mathematical problem-solving, and music and literary critique. 3. Fluency in the critical process in art develops an innate ability to investigate and persevere. 4. Artists may work independently or collaboratively in a variety of virtual or concrete environments.
	Nature of Discipline: 1. Comprehending the intentions of art leads to understanding how meaning is made.

Content Area: Visual Arts - Eighth Grade Art	
Standard 2: Envision and Critique to Reflect	
Prepared Graduates: Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation Concepts and skills students master: 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Document and apply investigations into a range of traditional and nontraditional studio practices to personal expression	Inquiry Questions: 1. What is old, and what is new in any work of art? 2. How and why is art used as a vehicle for communication? 3. What is an effective critique?
	Relevance and Application: 1. Breaking accepted norms often gives rise to new forms of artistic expression. 2. Using current technology for personal expression opens new opportunities for varied modes of communication. 3. Articulating a personal philosophy creates individual identification in one's own works of art. 4. Interpreting the world through art, artists seek to represent concepts through a range of styles and approaches.
	Nature of Discipline: 1. Culture affects self-expression, whether we realize it.

Content Area: Visual Arts - Eighth Grade Art	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)	
Grade Level Expectation Concepts and skills students master: 3. Interpretation is a means for understanding and evaluating works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Demonstrate fluency in using critique vocabulary to assess personal works of art and the others' works of art both written and orally	Inquiry Questions: 1. How do underlying structures unconsciously guide the creation of art works? 2. Using aesthetic criteria, is all art beautiful in some way?
	Relevance and Application: 1. Art reflects the history and culture in which it is created. 2. Innovation and critical reasoning results from utilizing known structures and identifying ways to stretch boundaries. 3. Using current technologies to research diverse approaches from around the globe and applying them to new artistic styles creates a merging of ideas.
	Nature of Discipline: 1. Every artist has a style, just as every artistic period has a style.

Content Area: Visual Arts - Eighth Grade Art	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
Grade Level Expectation Concepts and skills students master: 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Articulate ideas that can be expressed in traditional, advanced, and evolving media b. Create works of art representing personal narratives that use <i>traditional and new media</i> c. Adhere to ethical procedures that represent originality, personal expression and craftsmanship in producing works of art. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can information be shared artistically? 2. How does creating art differ from viewing art? 3. Using the elements of art and the principles of design, what differentiates art-making technologies? 4. How do art-making skills express personal narratives successfully?
	Relevance and Application: <ol style="list-style-type: none"> 1. Skills in art and design are employed to create three-dimensional animation, film, gaming, and environmental graphic design. 2. The identification of personal narratives in art and the translation of their meaning using new media allows for the development of the personal, self-direction skills necessary to be an artist. 3. The translation of media allows for the development of skills to work within the commercial art environment. 4. Through new <i>technologies, studio skills have</i> evolved beyond the traditional skills, and yet can still rely on the foundational structures to create new skills.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Though the artist's imagination and intuition drive the work, great art and design require skills and discipline to turn notions into a quality product.

Content Area: Visual Arts - Eighth Grade Art	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
Grade Level Expectation Concepts and skills students master: 2. Assess and produce art with various materials and methods	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Skillfully use an <i>expanded</i> variety of techniques, media <i>and tools</i> to create works of art b. Discern and articulate the quality of personal works of art using a variety of reflective processes c. Skillfully create and exhibit one's own works of art d. Expand use of a sketchbook/journal by adding preliminary and finished drawings, critical writings, and class notes. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How are the characteristics and expressive features of art and design used to create art? 2. How can an artist create works of art through combining, expanding, and sequencing? 3. What problem-solving <i>and experimental</i> skills are employed in making works of art?
	Relevance and Application: <ol style="list-style-type: none"> 1. The use of current technology as an adjunct to creating art opens the door to creating new works, and discovering lost works of art. 2. Visual arts rely on reflective processes to create new and evolved works of art through introspection, collaboration, global connection, experimentation, and research.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The visual arts serve multiple functions such as enlightenment, education, therapy, and entertainment.

Content Area: Visual Arts - Eighth Grade Art	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
Grade Level Expectation Concepts and skills students master: 3. Make judgments from visual messages	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Compare and contrast the analytical processes used to interpret works of art and images of mass media	Inquiry Questions: 1. Why is one type of visual image or object considered to be more important than another? 2. How is value assigned to art? 3. How does visual imagery used in mass media correlate with art?
	Relevance and Application: 1. Understanding the use of branding in marketing helps to use art to make purchase decisions. 2. Interpreting visual messages in advertisements, news, and entertainment helps to make informed decisions. 3. Recognizing stereotyping in visual media helps to change norms. 4. Recognizing that current technology plays a role in understanding visual culture clears the way to new thinking in art-making.
	Nature of Discipline: 1. The artistic process can lead to unforeseen or unpredictable outcomes.

Content Area: Visual Arts - Eighth Grade Art	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas	
Grade Level Expectation Concepts and skills students master: 1. The work of art scholars impacts how art is viewed today	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Discern the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain-specific terminology that honors sensitive traditions b. Describe, refine and organize personal ideas about aesthetic qualities of a work of art. 	Inquiry Questions: <ol style="list-style-type: none"> 1. What constitutes art? According to whom? 2. Why create? 3. How does <i>aesthetics and beauty</i> influence the quality of life?
	Relevance and Application: <ol style="list-style-type: none"> 1. Manipulating and analyzing various criticisms from existing and historical art scholars allows students to identify how art can elicit varying opinions. 2. Providing knowledge and relevance of artistic and cultural history can help to bring about alternative views of previous and contemporary societies. 3. Giving context and new thinking to works of art, scholars hold the knowledge of the past and present.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Informed opinions about art are debated, but not necessarily resolved. 2. Investigating diverse cultures and their viewpoints leads to a more knowledgeable society.

Content Area: Visual Arts - Eighth Grade Art	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
Grade Level Expectation Concepts and skills students master: 2. Communication through advanced visual methods is a necessary skill in everyday life	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use sketches, plans, and models to create and/or design a functioning work of art b. Explain the personal influences <i>which</i> shape the creation of functioning art 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why do artists produce preliminary plans? 2. How does material culture influence artistic decisions? 3. What informs the look of our material culture?
	Relevance and Application: <ol style="list-style-type: none"> 1. Understanding the cultural influences in functional design such as architecture and furniture creates comprehension of trends and patterns in society. 2. Knowing the role of artists and designers in creating our built environment and material culture identifies the contemporary societal role that artists possess. 3. Shaping our understanding of new media gives us insight to the understanding of material culture.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Artists and designers are important creators of our material culture. 2. Cultural traditions influence the creation of material culture.

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Standard: 4. Relate and Connect to Transfer	
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Grade Level Expectation Concepts and skills students master: 3. Art is a lifelong endeavor	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Compare and contrast the roles of artists and designers in historical and contemporary context b. Demonstrate and understanding of an art-related career 	Inquiry Questions: <ol style="list-style-type: none"> 1. How and why is art used as a vehicle for communication? 2. To what extent does good design integrate form with function? 3. How is art used in everyday life? 4. What careers are in visual art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Integrating and connecting knowledge and skills in art to other fields of study gives a broader understanding of the roles that artists play in society. 2. Using job placement technology to research the range of careers available for personal career development provide insight into the many levels of visual art skills that are valued in today's workforce such as graphic design and software design skills in marketing, forensics, medicine, and video game design.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Artists and designers make important contributions to society.