

Art: Grade Eight

<p><b>Content Standard #5</b>  <b>Art</b>                  Each student will have acquired basic art understandings and proficiencies.</p>
<p><b>#5A</b>                  Students observed and learned to comprehend art.</p>
<p><b>#5B</b>                  Students envisioned and critiqued to reflect upon art.</p>
<p><b>#5C</b>                  Students invented and discovered to create art.</p>
<p><b>#5D</b>                  Students related and connected to transfer art to lifelong learning.</p>

**Description**

Middle school students will understand and apply the elements and principles of art through a variety of media and techniques. Students will build upon prior knowledge with an emphasis placed on understanding and appreciating the influence of art from other times and cultures. The main focus in eighth grade art is to utilize the elements and principles of design in a created piece as well as follow the art criticism guidelines.

**Time Allocation**  
 5 days/week for 40 minutes for one quarter

**Resources**  
 Eighth grade science and social studies texts  
Introducing Art  
Art Talk  
 Power Point  
 Photoshop Elements

**Themes**  
 Elements and Principles of Design  
 Art Appreciation  
 Art History  
 Art Criticism  
 Color Theory  
 21<sup>st</sup> Century Skills  
**Techniques:**  
 drawing                      print making  
 painting                      ceramics  
 sculpture                      mixed media  
 fibers

**Assessments**  
**Summative:**  
 Weekly Sketchbook Evaluation  
 Art Criticism Participation  
 Artists Statements  
 Quizzes  
  
**Formative:**  
 Standard based projects with student generated rubrics  
 Tests

**Grades and Achievement Levels**  
 Effort grades are based on class participation and sketchbook assignments.  
 Achievement grades are based upon the student’s attainment of the grade level expectations.

Essential Concepts: Art Grade Eight

<p><b>#5A</b>  <b>Students observed and learned to comprehend art.</b></p>	<p><b>#5B</b>  <b>Students envisioned and critiqued to reflect upon art.</b></p>	<p><b>#5C</b>  <b>Students invented and discovered to create art.</b></p>	<p><b>#5D</b>  <b>Students related and connected to transfer art to lifelong learning.</b></p>
<ul style="list-style-type: none"> <li>• Conceptual art theories explain how works of art are created</li> <li>• The history of art, world cultures, and artistic styles influence contemporary art concerns</li> <li>• Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art</li> </ul>	<ul style="list-style-type: none"> <li>• Visual literacy skills help to establish personal meaning and artistic intent in works of art</li> <li>• Key concepts, issues, and themes in the visual arts can solve problems using real-world applications</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving artistic purpose to communicate intent</li> <li>• Demonstrating technical proficiency and craftsmanship when planning</li> <li>• Utilizing current and available technology to refine an idea, and create original and imaginative works of art</li> </ul>	<ul style="list-style-type: none"> <li>• Visual arts are valuable for a variety of art and non-art related lifelong endeavors</li> <li>• Cultural traditions and events impact visual arts within a community</li> <li>• Visual arts provide an opportunity to explore sustainable environments, design and architecture</li> </ul>

**Expectations: Art Grade Eight**

<p><b>#5A</b>  <b>Students observed and learned to comprehend art.</b></p>	<p><b>#5B</b>  <b>Students envisioned and critiqued to reflect upon art.</b></p>	<p><b>#5C</b>  <b>Students invented and discovered to create art.</b></p>	<p><b>#5D</b>  <b>Students related and connected to transfer art to lifelong learning.</b></p>
<ol style="list-style-type: none"> <li>1. Created two- and three-dimensional works of art – individually or collaboratively – that employ the characteristics and expressive features of art and design</li> <li>2. Described and justified a work of art that clearly illustrates characteristics and expressive features of art and design as distinguishing attributes</li> <li>3. Investigated and debated quality in art and design such as symmetry and balance, rhythm, and scale and proportion</li> <li>4. Incorporated personal life experiences through aesthetic responses to works of art</li> <li>5. Justified and inferred how art often is defined by its originality</li> <li>6. Interpreted changes in meaning over time in the perception of a familiar work of art</li> <li>7. Investigated and discussed how social and political environments influence an artist’s creative process in making a work of art</li> </ol>	<ol style="list-style-type: none"> <li>1. Used metaphors and personal and cultural symbols to express an idea or concept</li> <li>2. Made informed judgments about the use of characteristic and expressive features of art and design in mass media and other 21st century technologies (e.g., elements and principles of design, personal and cultural interpretations, intent of the work)</li> <li>3. Explained and discussed the impact of persuasive techniques in print and in electronic media</li> <li>4. Compared and contrasted the style, design characteristics, and expressive features of art and design in historical and cultural works of art considering images and icons that are culture sensitive</li> <li>5. Produced individual or group works of art that incorporate various multidisciplinary key concepts, issues and themes to solve visual problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Created innovative works of art</li> <li>2. Demonstrated personal responsibility in the planning, implementation and evaluation of works of art</li> <li>3. Created works of art that depict personal, social, cultural, and political viewpoints while honoring ethnically sensitive topics</li> <li>4. Expressed and debated how works of art can be inspired by an artist’s imagination</li> <li>5. Created works of art that are display ready</li> <li>6. Demonstrated conceptualization skills such as idea generation, brainstorming, and graphic organizers</li> <li>7. Applied the characteristics and expressive features of art and design to solve a problem</li> <li>8. Communicated complex ideas through technologically produced art and design such as graphic design, product design, architecture, landscape, and media arts (film, photography, and other multimedia formats)</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussed a variety of lifelong opportunities for making art</li> <li>2. Identified arts resources and opportunities that exist in the community, and include educational alternatives within arts-related fields</li> <li>3. Created works of art that actively reflect community cultural traditions and events</li> <li>4. Created and display works of art to enhance or commemorate an event</li> <li>5. Examined art as it reflects societal values and beliefs</li> <li>6. Recognized and discussed how works of art previously created (across time and culture) can influence the work of practicing artists today</li> <li>7. Planned and articulated architectural elements within urban and rural setting</li> <li>8. Planned, designed, and constructed a public art installation</li> </ol>

Expectations: Art Grade Eight continued

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<p>8. Examined and discussed the reasons to respect and avoid replication and interpretation of culturally sensitive taboos</p> <p>9. Examined and debated the functionalism and formalism in works of art</p> <p>10. Differentiated and articulated different artistic styles, trends, and movements in various art forms</p> <p>11. Analyzed basic concepts in art such as balance, symmetry, integrity, authenticity, originality, "form follows function," and "thinking outside-of-the-box"</p>	<p>6. Communicated ideas visually through multiple modalities</p> <p>7. Formulated and responded to meaningful questions about works of art based on careful observation and interpretation</p> <p>8. Researched and articulated where art is used in real-world applications</p>	<p>9. Created two- and three-dimensional works of art using various computer design programs, and current available technologies</p>	<p>9. Discussed environmental and aesthetic issues related to the design and packaging of industrial products and cities</p>