

8th Grade Exploratory Art

Course Description:

8th Grade Exploratory Art will help students explore the multidimensional landscape of art. Students will study drawings of still lifes, self-portraits, landscapes and abstractions. Students will also draw their own original art works in the genres discussed in class. Additionally, students will study collages, and they will create their own original collages in the genres discussed in class. Finally, students will study sculpture, and they will create their own original sculptures in the genres and materials discussed in class.

Suggested Course Sequence:

Drawing - 4 Weeks

Collage - 3 Weeks

Sculpture – 4 Weeks

Pre-Requisite: None

Unit Overview

Content Area: Art 8

Unit Title: Collage

Grade Level: 8

Unit Summary:

Students will study collages. Students will also create their own original collages in the genres discussed in class.

Interdisciplinary

Connections:

Historical perspectives of each genres of drawing will be discussed.

21st Century

Themes and Skills:

- . **CRP1.** Act as a responsible and contributing citizen and employee.
- . **CRP2.** Apply appropriate academic and technical skills.
- . **CRP3.** Attend to personal health and financial well-being.
- . **CRP4.** Communicate clearly and effectively and with reason.
- . **CRP5.** Consider the environmental, social and economic impacts of decisions.
- . **CRP6.** Demonstrate creativity and innovation.
- . **CRP7.** Employ valid and reliable research strategies.
- . **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- . **CRP9.** Model integrity, ethical leadership and effective management.
- . **CRP10.** Plan education and career paths aligned to personal goals.
- . **CRP11.** Use technology to enhance productivity.
- . **CRP12.** Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

1.1 The Creative Process: Students will demonstrate an understanding of the elements and principles that govern the creation of visual art.

1.2 History of the arts and culture: students will understand the role, development and influence of the arts through history.

1.3 Performance: students will synthesize those skills, media, technologies and methods appropriate to creating, performing and /or presenting works of art.

CPI#:	Statement:
1.1.12.D1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify cross-cultural themes.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflect a personal style and high degree of technical proficiency and expression.

8.1.12.A.1	Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
Unit Essential Question(s): <ul style="list-style-type: none"> • How does one create a collage of what one sees? • How does an artist express through collage his/her view of the world? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Students will understand how artists make collages. • Students will understand how color helps a collage.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Students will create a collage of a landscape, a human figure and an abstract painting. • Students will understand the elements of collage and color to enhance an art work. • Students will develop their own original collages in each genre discussed in class. 		
Evidence of Learning		
Formative Assessments: Performance tasks. Problem of the day; Classwork; Question and answer; Exit questions; Class participation; Teacher observation; Use of resources; and Students' responses/explanations		
Summative/Benchmark Assessment(s): displaying of drawings Tests; Quizzes; Projects; Homework		
Resources/Materials: Paper, glue, colored papers		
Modifications: <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 		
Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Create a collage of a cityscape like Romare Bearden	To help students see and create a collage of a cityscape	1 week
Create a collage of a person	To help students see and create a collage of a person	1 week
Create an abstract collage	To help students recognize an abstract art work and to draw their own.	1 week

Unit Overview

Content Area: Art 8

Unit Title: Drawing

Grade Level: 8

Unit Summary:

Students will study drawings of still lifes, self- portraits, landscapes and abstractions. Students will also draw their own original art works in the genres discussed in class.

Interdisciplinary

Connections:

Historical perspectives of each genres of drawing will be discussed.

21st Century

Themes and Skills:

- . **CRP1.** Act as a responsible and contributing citizen and employee.
- . **CRP2.** Apply appropriate academic and technical skills.
- . **CRP3.** Attend to personal health and financial well-being.
- . **CRP4.** Communicate clearly and effectively and with reason.
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- . **CRP11.** Use technology to enhance productivity.
- . **CRP12.** Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

1.1 The Creative Process: Students will demonstrate an understanding of the elements and principles that govern the creation of visual art.

1.2 History of the arts and culture: students will understand the role, development and influence of the arts through history.

1.3 Performance: students will synthesize those skills, media, technologies and methods appropriate to creating, performing and /or presenting works of art.

CPI#:	Statement:
1.1.12.D1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify cross-cultural themes.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflect a personal style and high degree of technical proficiency and expression.

8.1.12.A.1	Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
Unit Essential Question(s): <ul style="list-style-type: none"> • How does one draw what one sees? • How does an artist express through drawing his/her view of the world? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Students will understand how artists make drawings. • Students will understand how color helps a drawing.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Students will draw a self-portrait, a landscape, a human figure and an abstract drawing. • Students will understand the elements of drawing and color to enhance an art work. • Students will develop their own original drawing in each genre discussed in class. 		
Evidence of Learning		
Formative Assessments: Performance tasks. Problem of the day; Classwork; Question and answer; Exit questions; Class participation; Teacher observation; Use of resources; and Students' responses/explanations		
Summative/Benchmark Assessment(s): displaying of drawings Tests; Quizzes; Projects; Homework		
Resources/Materials: Paper, pencils, colored pencils, watercolors		
Modifications: <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 		
Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Draw a still life on display	To help students see and draw what exists in a still life on display	1 week
Draw a self-portrait	To help students see and draw an image of themselves in a mirror	1 week
Draw a landscape	To help students see the elements of a landscape and how to draw it	1 week
Draw an abstract picture	To help students recognize an abstract artwork and to draw their own.	1 week

Unit Overview

Content Area: Art 8

Unit Title: Sculpture

Grade Level: 8

Unit Summary:

Students will study sculpture. Students will also create their own original sculptures in the genres and materials discussed in class.

Interdisciplinary

Connections:

Historical perspectives of each genres of drawing will be discussed.

21st Century

Themes and Skills:

- . **CRP1.** Act as a responsible and contributing citizen and employee.
- . **CRP2.** Apply appropriate academic and technical skills.
- . **CRP3.** Attend to personal health and financial well-being.
- . **CRP4.** Communicate clearly and effectively and with reason.
- . **CRP5.** Consider the environmental, social and economic impacts of decisions.
- . **CRP6.** Demonstrate creativity and innovation.
- . **CRP7.** Employ valid and reliable research strategies.
- . **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
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Learning Targets

Standards (Content and Technology):

1.1 The Creative Process: Students will demonstrate an understanding of the elements and principles that govern the creation of visual art.

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1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflect a personal style and high degree of technical proficiency and expression.

8.1.12.A.1	Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
Unit Essential Question(s): <ul style="list-style-type: none"> • How does one create a sculpture? • How does an artist express through sculpture his/her view of the world? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Students will understand how artists make sculptures. • Students will understand how various materials determine the contents of a sculpture.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Students will create a sculpture using various materials. • Students will understand the elements of sculpture and color to enhance an artwork. • Students will develop their own original sculptures in each genre discussed in class. 		
Evidence of Learning		
Formative Assessments: Performance tasks. Problem of the day; Classwork; Question and answer; Exit questions; Class participation; Teacher observation; Use of resources; and Students' responses/explanations		
Summative/Benchmark Assessment(s): displaying of drawings Tests; Quizzes; Projects; Homework		
Resources/Materials: Paper, glue, colored papers, cigar boxes, clay, plaster, wood, found objects		
Modifications: <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 		
Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Create a sculpture like Joseph Cornell	To help students see and create a sculpture like Joseph Cornell	1 week
Create a sculpture of a person	To help students see and create a sculpture of a person	1 week
Create a found object sculpture	To help students understand the development of found-object sculptures in modern art	1 week
Create an	To help students recognize an	1 week

abstract sculpture	abstract artwork and to create their own.	
Teacher Notes:		
Additional Resources Joseph Cornell, Picasso, Giacometti, David Smith		