

Art Scope and Sequence: 8th Grade

Unit 1: Symmetry Expansion

Objectives:

Students will be able to:

- View various examples of radial symmetry artwork in a PowerPoint or classroom resources.
- Recall information about radial symmetry from PowerPoint or classroom resources.
- Compile personal design ideas through the use of brainstorming.
- Create a visually successful radial design using materials properly.
- Critique radial symmetry in a constructive manner.

Big Idea:

- Radial symmetry.

Essential Questions:

- What is radial symmetry?
- How does an artist create radial symmetry?

Other Resources:

Cross Curricular Connections:

- Math

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Radial PowerPoint
- Online Resources, apps and videos

Reading/Writing Connection:

- Descriptive paragraph explanation

Teaching Activities:

- Lesson ideas: Compass Rose, Rosetta Stained Glass Window, Mandalas
- Students will view various examples of radial symmetry in artwork.
- Students will learn about the process of creating radial symmetry from resources and website references.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: radial symmetry, lateral symmetry, balance, line of symmetry, radius, diameter, mirror image

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- Students will brainstorm and create a page of thumbnail sketches.
- Students will create a radial design that contains at least two lines of symmetry.
- Students will critique radial works of art in a constructive manner.

Differentiation:

- Hands-on demonstrations,
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will write a descriptive paragraph explaining why they chose their image and what it means to them.

Sample Assessment:

- Project Rubric & Artwork Critique
- Explain the difference between radial symmetry and lateral symmetry.

Unit 2: Value Expansion

Objectives:

Students will be able to:

- View various examples of value within artwork.
- Recall information about value from previous years.
- Create a visually successful work of art using value.
- Critique value in a constructive manner.

Big Idea:

- Mastering value.

Essential Questions:

- What is value?

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- How does an artist create value?
- How might value impact a work of art?

Other Resources:

- e-Gallery Compare/Contrast

Technology:

- Computer Cart/LCD Projector
- Teacher Webpage
- Interactive Whiteboard
- YouTube Videos

Reading/Writing Connection:

- "Write about Art" p. 60

Teaching Activities:

- Lesson ideas: Still Life with Bottle, 3-D Shapes with Shadows, letter initial, fancy font
- Students will view various examples of value in artwork.
- Students will learn how to create value through teacher demonstration and website references.
- Students will critique works of art containing value in a constructive manner.

Differentiation:

- Hands-on demonstrations,
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will make their own value scale. Student will make a monochromatic scale using one color and adding black or white to make tints and shades.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: value, value scale, shading, highlight, contrast, tints, shade, monochromatic, font

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Sample Assessment:

- Project Rubric & Artwork Critique
- True or False: A tint is made by adding white to a color.
- True or False: A shade is made by adding black to a color.

Unit 3: Perspective Expansion

Objectives:

Students will be able to:

- View various examples of perspective artwork both one and two point perspective.
- Recall information about perspective from previous years.
- Produce perspective correctly.
- Create a visually successful work of art with perspective using the proper materials.
- Critique perspective works of art in a constructive manner.

Big Idea:

- Understanding different viewpoints.

Essential Questions:

- What is one-point perspective/two-point perspective?
- How does an artist create one-point and two-point perspective?
- How does the correct use of perspective create depth?

Other Resources:

Cross Curricular Connections:

- Math – measurement

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Teacher Webpage
- Websites:

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: linear perspective, depth, directional line, vanishing point, orthogonal lines, parallel lines, horizon line, one-point perspective, two-point perspective

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- <http://www.harcourtschool.com/activity/art/g5u1.html>

Teaching Activities:

- Lesson ideas: Dream Bedroom, Digital Perspective, Cityscape, Cubes with Weaving Object.
- Students will view various examples of both one and two point perspective.
- Students will learn about perspective from teacher demonstrations and website references.
- Student will create a successful and accurate work of art using perspective.
- Students will critique and analyze perspective works of art in a constructive manner.

Differentiation:

- Hands-on demonstrations,
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will illustrate and explain three different ways to indicate depth.

Sample Assessment:

- Project Rubric & Artwork Critique
- How many vanishing points are in a one-point perspective drawing versus a two-point perspective drawing?

Unit 4: Self Portraits Expansion

Objectives:

Students will be able to:

- View various examples of portraits by famous artist such as Peter Max and Chuck Close.
- Identify proper face proportions.

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- Recall information about human proportions from previous years and website resources.
- Create a visually successful self-portrait.
- Express themselves by personal color choices.
- Critique self-portraits in a constructive manner.

Big Idea:

- Diving into self-portraits.

Essential Questions:

- What is a self-portrait?
- How does an artist create a self-portrait?
- How might a self-portrait express an emotion or feeling?

Other Resources:

- Finder Cards: Proportion

Cross Curricular Connections:

- Math

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Teacher Webpage
- Self Portrait PowerPoint
- YouTube Video

Reading/Writing Connection:

- Self-assessment writing piece.

Teaching Activities:

- Lesson ideas: Monochromatic Self Portrait, Peter Max inspired Self Portrait, Chuck Close inspired
- Self Portrait, Digital Self Portrait.
- Students will view online resources.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: self-portrait, proportion, Peter Max, Chuck Close, monochromatic

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- Students will learn about face proportions from teacher demonstration and website references.
- Students will create an expressive and proportional self-portrait.
- Students will critique self-portraits in a constructive manner.

Differentiation:

- Hands-on demonstrations,
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will write a self-assessment about personal expression in their artwork.

Sample Assessment:

- Project Rubric & Artwork Critique

Unit 5: Modern/Abstract Art Expansion

Objectives:

Students will be able to:

- View various examples of modern/abstract artwork.
- Recall information about modern/abstract art from previous years.
- Identify the works of well-known artists: Keith Haring and Andy Warhol.
- Compile personal design ideas through the use of brainstorming.
- Create a visually successful symbolic work of art using materials properly.
- Critique artwork in a constructive manner.

Big Idea:

- Interpreting Modern/Abstract Art

Essential Questions:

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- What is symbolic art?
- How does an artist create symbolism in art?
- How might symbolism be used to convey a message?

Other Resources:

Cross Curricular Connections:

- Social Studies

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Website:
 - <http://www.haringkids.com/>

Reading/Writing Connection:

- Online writing assessment.

Teaching Activities:

- Lesson ideas: Keith Haring Symbolism, Andy Warhol Pop Art.
- Students will view various examples of symbolism/Pop in artwork.
- Students will learn about the process of creating symbolism from teacher demo and web references.
- Students will brainstorm and create a page of thumbnail sketches.
- Students will create a symbolic work of art that is conveying a message to the viewer.
- Students will critique symbolic works in a constructive manner.

Differentiation:

- Hands-on demonstrations,
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: symbol, Keith Haring, Andy Warhol, Pop Art

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- Students will go to the website below and interpret three different Keith Haring works.
http://www.haringkids.com/master_act_color.htm

Sample Assessment:

- Project Rubric & Artwork Critique
- Explain the meaning of symbolism.

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