



# Art 8

Middle School > 2018-2019 > Grade 8 > Visual Arts > Art 8 > Fogarty, Elizabeth; Girardi, Sydney  
 Friday, November 9, 2018, 12:21PM

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
<b>Portrait</b> (Week 1, 4 Weeks)	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p>	<p>Students will learn that a self-portrait can take many forms, speak to individual identity, and express thoughts and feelings. Students will create a self-portrait by learning to draw the human face and head from observation, focusing on contour line, shape, proportion, and expression.</p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of how to draw facial features, proportions and expression with some likeness of the subject.</li> <li>Master various media and techniques to express mood or expression and create the illusion of form.</li> <li>Use appropriate art vocabulary to discuss outcome of final drawing related to visual as well as expressive qualities.</li> </ul>	<p><b>Portrait Drawing with Expression</b>  <b>Common Assessment: Project: Visual Arts</b>            Students create a drawing of the face and head which incorporates expressive qualities.  <b>Conferencing/Class Critique</b>  <b>Other Assessment Evidence: Oral: Discussion</b>            Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.  <a href="#">8 PortraitRubric.doc</a></p>
<b>Introduction to Digital Photography</b> (Week 5, 2 Weeks)	<p><b>Creativity and innovative thinking are essential life skills that can be developed.</b></p> <p><b>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</b></p>	<p><b>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</b></p> <p><b>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for</b></p>	<p>Students will analyze photography from both visual and conceptual perspectives, experimenting widely to choose meaningful content for themselves, and evaluate outcomes.</p>	<ul style="list-style-type: none"> <li>Articulate how photographers choose and express meaningful content.</li> <li>Understand that art elements and principles are used to direct attention to photograph's content, and can also be content itself.</li> </ul>	<p><b>Intro/Digital Photography</b>  <b>Common Assessment: Project: Visual Arts</b>            Students will produce a number or series of photographs based on particular criteria related to idea-development, experimentation and evaluation.  <b>Conferencing/Class Critique</b>  <b>Other Assessment Evidence: Oral: Discussion</b></p>

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	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>People evaluate art based on various criteria.</p>	<p>preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<ul style="list-style-type: none"> <li>Articulate definition of (or incorporate) "Punctum" as applies to photography.</li> </ul>	<p>Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.</p> <p><b>Reflection on Finished Project</b></p> <p><b>Other Assessment Evidence: Written: Journal/ Diary</b></p> <p>Students will write an essay describing their intentions, process, and outcomes using appropriate art vocabulary.</p> <p><a href="#">8PhotographyRubric.doc</a></p>

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<p><b>Printmaking</b> (Week 7, 2 Weeks)</p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Visual imagery influences understanding of and responses to the world.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>Students will explore formal and psychological qualities of image-making in painting and printmaking focused intentionally on chosen elements of art and principles of design.</p> <p>Students will learn to select materials and techniques for their own printmaking and articulate the impact of their choices.</p>	<ul style="list-style-type: none"> <li>• Apply color theory principles with intention to artwork.</li> <li>• Gain understanding of painting techniques and how to choose them based on desired outcome.</li> <li>• Demonstrate ability to print PlexiGlas paintings on press, including completing at least one ghost print.</li> <li>• Use appropriate art vocabulary to analyze and respond to examples of artists' work which focus primarily on elements and principles of art.</li> <li>• Demonstrate ability to choose a plan for an artwork in advance and evaluate outcome in process.</li> </ul>	<p><b>Printmaking</b> <b>Common Assessment: Project: Visual Arts</b> Students create an abstract painting (for printmaking) focused on two elements of art and two principles of design. <b>Conferencing/Class Critique</b> <b>Other Assessment Evidence: Oral: Discussion</b> Continuing one-on-one student-teacher conferences, small group discussions, and class critiques. <b>Self-Reflection</b> <b>Other Assessment Evidence: Written: Journal/ Diary</b> Written reflection about student's own work regarding whether their intentions were achieved, how they were achieved, and if the work is perceived as successful. <a href="#">8 Printmaking Rubric.docx</a></p>
<p><b>Mixed Media Sculpture</b> (Week 9, 4 Weeks)</p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished</p>	<p>Students will learn that sculpture can speak to universally meaningful subjects and that thoughtful choice of materials is vital to its impact.</p> <p>Students will learn to use suggested steps in the creative process, identify a direction for a sculpture of their own, and</p>	<ul style="list-style-type: none"> <li>• Demonstrate ability to develop ideas which are meaningful.</li> <li>• Create a model (maquette) for their sculpture.</li> </ul>	<p><b>Mixed Media Sculpture</b> <b>Common Assessment: Project: Visual Arts</b> Students create a stone-carving of a personally relevant object which is focused on form, function, and expression. <b>Conferencing/Class Critique</b> <b>Other Assessment Evidence: Oral: Discussion</b></p>

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