



Grade 8 Art

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: **October 21, 2021**

COURSE OVERVIEW

Title:	Grade 8 Art
Grade Level:	Grade 8
Level:	N/A
Length:	Electives Rotation (21 or 22 classes)
Duration:	80 Minutes
Frequency:	5 Classes Per Week
Pre-Requisites:	None
Credit:	N/A
Description:	The 8 th grade visual arts course focuses on the exploration of mediums, personal interests as inspiration for art making, and designing art for a specific user and function. Students will create figurative works of art, collaborative art, abstract sculptures, and create relief sculptures. Student artists will interpret art, develop studio habits, prepare art for presentation, and focus on planning and processes.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> • Materials • Tools and equipment • Art studio 	Ongoing
2	Presentation	<ul style="list-style-type: none"> • Presentation methods • Preparing artwork for display • Choosing artworks for display 	Ongoing
3	Analyze and Interpret	<ul style="list-style-type: none"> • Art criticism • Interpretation of art • Evaluating art 	Ongoing
4	Planning and Process	<ul style="list-style-type: none"> • Plan and develop • Revise and refine 	Ongoing
5	Exploration of Mediums	<ul style="list-style-type: none"> • Experimentation • Craftsmanship • Practice • Persistence • Technique 	Ongoing
6	Collaborative Art	<ul style="list-style-type: none"> • Collaboration • Installation, mural, exhibition/display 	4-5 Days
7	Figure	<ul style="list-style-type: none"> • Gesture drawing • Figure and proportions • Mood and feeling 	4-5 Days
8	Relief	<ul style="list-style-type: none"> • Positive and negative space • Planes in a relief • Subtractive and additive techniques • Experimentation with materials and processes 	4-5 Days
9	Abstract Sculpture	<ul style="list-style-type: none"> • Abstract art • Sculpture-in-the-round • Structural and visual balance • Collaborate to revise works 	4-5 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Develop Craft	Use tools, materials, artistic conventions, and learning to care for tools, materials, and space.
Engage and Persist	Embrace problems of relevance within the art world and/or of personal importance to develop focus conducive to working and persevering at tasks.
Envision	Picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
Express	Create works that convey an idea, a feeling, or a personal meaning.
Observe	Attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
Reflect	Think and talk with others about an aspect of one's work or working process, and judge one's own work and working process and the work of others.
Stretch and Explore	Reach beyond one's capacities to explore playfully without a preconceived plan, and embrace the opportunity to learn from mistakes.
Understand (Arts) Community	Interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. "Arts" is in parenthesis here as it can easily be switched with other disciplines, like science or history.

UNIT 1

Unit Title	Studio Practice		
Unit Description	Artists and designers create original artwork while safely and responsibly taking care of tools, materials, and the art studio. Artists and designers responsibly and ethically share information and ideas.		
Unit Assessment	Create original artwork while safely and responsibly taking care of tools, materials, and the art studio. Responsibly and ethically share information and ideas, and demonstrate awareness of the ethics of appropriation and copyright.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What ethical responsibilities do artists have when creating artwork?</p> <p>Ongoing (embedded throughout studio production)</p>	<input type="checkbox"/> Demonstrate safe and responsible care for materials. <input type="checkbox"/> Conserve art materials while creating. <input type="checkbox"/> Demonstrate handling of tools and equipment safely. <input type="checkbox"/> Safely maintain studio space and take care of tools and equipment. <input type="checkbox"/> Demonstrate awareness of the ethical responsibility when posting and sharing ideas and other materials through the internet, social media, and other communication formats.	<p>Vocabulary: art studio, materials, tools, equipment, ethical, plagiarism, copyright</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:CR2.2.8a</p> <p>Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open sources, and creative commons as they apply to creating works of art and design.</p>

UNIT 2

Unit Title	Presentation		
Unit Description	Artists, designers, and curators analyze the best way to prepare artwork for presentation.		
Unit Assessment	Collaboratively curate artwork for display and formulate an exhibition narrative for viewers.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How and why do curators collaboratively display artwork?</p> <p>Ongoing (embedded throughout studio production)</p>	<input type="checkbox"/> Analyze and evaluate methods for preparing and presenting art. <input type="checkbox"/> Select and display personal artwork for presentation. <input type="checkbox"/> Collaborate with artists to arrange a display. <input type="checkbox"/> Demonstrate how to safely and properly hang (place) work for display. <input type="checkbox"/> Identify and label artwork for display. <input type="checkbox"/> Formulate exhibition narratives for viewers.	<p>Vocabulary: gallery, museum, exhibit, curate, eye-level, label</p> <p><i>Additional vocabulary should be pulled from the studio practice unit for the safety and handling of tools (hammer, tacks, etc.)</i></p>	<p>VA: Pr5.1.8a</p> <p>Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer.</p>

UNIT 3

Unit Title	Analyze and Interpret		
Unit Description	Artists and designers evaluate, analyze, and interpret artwork.		
Unit Assessment	Observe, describe, analyze, evaluate, and interpret the meaning of artwork.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists interpret the meaning of artwork? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Observe and describe artwork and identify subject matter, art making approaches, and medium. <input type="checkbox"/> Analyze and interpret meaning, messages, ideas, or mood conveyed in works of art.	Vocabulary: observation, description, analyze, evaluate, interpret, mood <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA: Re8.1.9a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
How do artists create a convincing and logical argument to evaluate art? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Analyze how art critics create convincing and logical arguments to evaluate works of art. <input type="checkbox"/> Evaluate artwork by creating a convincing and logical argument to support the evaluation.	Vocabulary: art criticism, evaluate, analyze, criteria <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA: Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

UNIT 4

Unit Title	Planning and Process		
Unit Description	Artists and designers develop works of art by planning, revising, and refining.		
Unit Assessment	Students will develop works of art by planning, revising, and refining.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists plan a work of art? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Research and learn art techniques, artists, and artworks to plan art making. <input type="checkbox"/> Create thumbnail sketches to plan compositions for art making.	Vocabulary: thumbnail sketches, composition <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
How do you revise, refine, and develop works of art? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Reflect on feedback throughout studio production. <input type="checkbox"/> Plan revisions for works of art based on feedback. <input type="checkbox"/> Revise works of art based on feedback.	Vocabulary: critique, revise <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

<p>What role does “reflecting” play in the process of creating artwork?</p> <p>Ongoing (embedded throughout studio production)</p>	<p><input type="checkbox"/> Analyze artist statements and how they reflect on their work and share meaning and intent to the viewer.</p> <p><input type="checkbox"/> Reflect on and explain important information about personal artwork in an artist statement.</p>	<p>Vocabulary: artist statement</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr3.1.8a</p> <p>Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>
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UNIT 5

Unit Title	Exploration of Mediums		
Unit Description	Artist and designers experiment with materials, concepts, media, and art making approaches.		
Unit Assessment	Students will experiment and practice with different mediums and art making approaches.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists learn from practice and experimenting?</p> <p>Ongoing (embedded throughout studio production)</p>	<input type="checkbox"/> Experiment with different mediums and approaches to making art. <input type="checkbox"/> Practice technique and craftsmanship when working with materials and mediums. <input type="checkbox"/> Create artwork using different mediums and art making approaches.	<p>Vocabulary: experimentation, craftsmanship, practice, persistence, technique</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr2.1.7a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>

UNIT 6

Unit Title	Collaborative Art		
Unit Description	Collaborative arts practice involves artists and communities working closely together to make art. It harnesses the experiences and skills of each person taking part to give meaning and creative expression to what is important in their lives.		
Unit Assessment	Students will collaboratively plan and complete a group project that harnesses the experiences and skills of each person taking part to give meaning and creative expression to what is important in their lives.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists collaborate? 1-2 Days	<input type="checkbox"/> Define collaborative art and why artists choose to work together. <input type="checkbox"/> Examine collaborative artworks. <input type="checkbox"/> Collaboratively plan an art project (plans may require students to first create works individually and then bring works together for display or installation).	<p>Vocabulary: collaborative artwork, installation, display, theme, communication</p> <p>Suggested Techniques: mural, art installation, exhibit/displays, other collaborative works</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cn11.18a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p> <p>VA:Cr2.1.7a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>

<p>How do artists collaborate to harness the experiences and skills of each person in the group?</p> <p>4-5 Days</p>	<p><input type="checkbox"/> Collaboratively work together to complete a project (harness the experiences and skills of each person in the group).</p> <p><input type="checkbox"/> Create a collaborative project that could take one of the following forms: mural, art installation, exhibit/displays, or other collaborative works.</p>	<p>Vocabulary: collaboration, team work</p> <p>Suggested Techniques: mural, art installation, exhibit/displays, other collaborative works</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cn10.18a</p> <p>Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>
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UNIT 7

Unit Title	Figure		
Unit Description	Artists and designers use the human figure as inspiration to create meaningful artwork.		
Unit Assessment	Develop a gesture drawing portfolio. Create a figurative artwork in proportion by refining drawings that communicate a mood or feeling.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do gesture drawings capture feeling, energy, movement, and action?</p> <p>2-3 Days</p>	<input type="checkbox"/> Examine how gesture drawings capture the essential feeling, energy, movement, action, or pose of the subject. <input type="checkbox"/> Examine proportions of the figure. <input type="checkbox"/> Create a series of gesture drawings that capture the essential feeling, energy, movement, action, or pose of the subject. <input type="checkbox"/> Create a series of gesture drawings that use figure proportions. <input type="checkbox"/> Select and organize a series of gesture drawings to submit as a gesture drawing portfolio.	<p>Vocabulary: gesture drawing, figure, proportions</p> <p>Content: communication of meaning from gesture drawing (feeling, energy, movement, action, or pose of the subject)</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Re8.18a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.</p>

<p>How do artists create mood or feeling within an artwork?</p> <p>4-5 Days</p>	<p><input type="checkbox"/> Examine how artists create mood or feeling within an artwork.</p> <p><input type="checkbox"/> Revise a gesture drawing to develop a figurative work with accurate proportions that conveys mood or feeling.</p> <p><input type="checkbox"/> Refine a figurative artwork that creates mood and feeling within the work.</p>	<p>Vocabulary: figure, proportions</p> <p>Content: communication of mood, feeling, meaning</p> <p>Suggested Techniques: mixed media, drawing and painting, printmaking, etc.</p> <p><i>Additional vocabulary can be added depending on the studio production unit:</i></p>	<p>VA:Re8.18a</p> <p>Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>VA:Cr3.1.8 a</p> <p>Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>
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UNIT 8

Unit Title	Relief		
Unit Description	Artists and designers throughout time have used high and low relief techniques to create decorative artworks.		
Unit Assessment	Students will experiment with different materials and processes to translate a two-dimensional artwork into a three-dimensional relief.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists document the creative process? 1-2 Days	<input type="checkbox"/> Identify and examine the characteristics and types of relief. <input type="checkbox"/> Develop a plan for the various planes of a relief. <input type="checkbox"/> Document the stages of the creative process.	Vocabulary: relief, positive space, negative space, plane Content: high or low relief Technique: subtractive or additive <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.
Why do artists experiment? 4-5 Days	<input type="checkbox"/> Experiment with different materials and processes to create a relief. <input type="checkbox"/> Develop works by selecting tools that are appropriate for the chosen materials. <input type="checkbox"/> Create a high or low relief.	Vocabulary: relief, positive space, negative space, plane Content: high or low relief Technique: subtractive or additive <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr2.18a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

UNIT 9

Unit Title	Abstract Sculpture		
Unit Description	Artists and designers create abstract sculptures that are influenced by culture, environment, and experiences.		
Unit Assessment	Student will create abstract sculptures inspired by the world around them that are both structurally and visually balanced.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How would you describe abstract art? 1-2 Days	<input type="checkbox"/> Identify and examine the characteristics and types of sculpture. <input type="checkbox"/> Develop an understanding of how abstract art is inspired by the world around you (culture, environment, experiences, etc.). <input type="checkbox"/> Plan an abstract work of art that is inspired by environment, culture, experiences, etc. <input type="checkbox"/> Plan an abstract work of art that is structurally and visually balanced.	Vocabulary: abstract, sculpture, structural and visual balance Content: design Technique: additive and/or subtractive <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

<p>How do artists collaborate to further the creative process?</p> <p>4-5 Days</p>	<p><input type="checkbox"/> Create an abstract sculpture in-the-round that is structurally and visually balanced.</p> <p><input type="checkbox"/> Collaborate with classmates by sharing and interpreting one another's works and refine artwork based on feedback.</p> <p><input type="checkbox"/> Develop works by selecting tools that are appropriate for the chosen materials.</p>	<p>Vocabulary: sculpture, structural and visual balance</p> <p>Content: design</p> <p>Technique: additive and/or subtractive</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr1.2.8a</p> <p>Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>
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ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)