

Wilson Area School District Planned Course Guide

Title of planned course: Art Education Grade 8

Subject Area: Art

Grade Level: 8th

Course Description: This course builds upon the grade 7 art course and expands the students understating of elements and principles of design. Students will expand their repertoire of art presentation in the areas of painting, drawing, and sculpture.

Time/Credit for this Course: 6 weeks (30 classes)

Curriculum Writing Committee: Regina Moyer

Wilson Area School District Planned Course Materials

Course Title: Art Education Grade 8

Textbook: Art a Global Pursuit

Teacher Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Artist
- Colleagues

Curriculum Map

Week 1: Design (Elements and Principles)

Week 2 and 3: Color and Painting

Week 3 and 4: Drawing (2-D)

Week 5 and 6: Sculpture (3-D)

Curriculum Scope & Sequence

Planned Course: Art Education Grade 8

Unit: Design (Elements and Principles)

Time frame: 5 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Apply the elements (color, shape, line, space, texture, value) and principles (balance, contrast, emphasis, movement, proportion, repetition, harmony) of design to a preliminary sketch in order to create a unique design
- Understand and articulate vocabulary for techniques, materials used and elements and principles of design
- Demonstrate proper, safe handling of tools and media

Core Activities: Students will complete/participate in the following:

- Creative cubes
- Advertisements
- Poster design

Extensions:

- Create advertisements for menus in the cafeteria or upcoming school event
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Education Grade 8

Unit: Color / Painting

Time frame: 8 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Use prior color theory knowledge in their paintings
- Design drawings to be altered into painting
- Demonstrate an understanding of spatial relations and use of perspective
- Understand various painting styles by viewing posters, slides and computer sites
- Demonstrate an understanding of foreground, middle-ground and background

Core Activities: Students will complete/participate in the following:

- Monochromatic painting
- Rhythmic paintings with 3 color schemes

Extensions:

- Art books to research different color schemes and painting styles.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Education Grade 8

Unit: Drawing (2-D)

Time frame: 5-6 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Recognize the elements of art and principles of design in composition
- Understand how the picture plane relates to the composition
- Demonstrate care of equipment and supplies properly
- Make a thumbnail sketch or sloppy copies
- Draw with various media: pencil, pen, brush
- Comprehend and articulate art vocabulary

Core Activities: Students will complete/participate in the following:

- One point perspective or portraits
- Pencil, charcoal, and oil pastels to expand drawing skills with a variety of media

Extensions:

- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

Curriculum Scope & Sequence

Planned Course: Art Education Grade 8

Unit: Sculpture (3-D)

Time frame: 10 days

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

Essential content/objectives: At end of the unit, students will be able to:

- Recognize forms as objects with three dimensions
- Design and construct a three dimensional forms from various materials: clay, paper mache, paper, wire, and plaster
- Understand the concept of spatial relationships
- Recognize and be able to identify artwork from a number of artists and cultures
- Demonstrate skill in handling the tools and materials of 3-D media
- Comprehend and articulate vocabulary to identify technique and media

Core Activities: Students will complete/participate in the following:

- Clay projects, mask construction, and paper sculptures from various materials: clay, papiermache, paper, wire, and plaster

Extensions:

- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view sculptures.
- Using found objects, construct a 3-D structure to represent a theme or emotion.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

Remediation:

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

Materials & Resources:

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

Assessments:

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
 - Class
 - Teacher
 - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric