

Hamburg Area School District

Name of Course: 8th Grade Art
Department: Art

Grade Level: 8
Instructional Time: 45 minutes for 45 days
Length of Course: Quarter
Periods Per Cycle: 6

Text and Resources:

Explorations in Art: A Personal Journey
Teacher-Generated Materials and Presentations
Planning Guides

Assessments:

Projects
Self- and Peer-Assessments
Participation in class critiques

Standards:

Pennsylvania Visual Art Standards- Pennsylvania Department of Education- Standards Aligned System
<http://www.pdesas.org/Standard/Views#111,112,11379700>

Subject/Course: 8th Grade Art- Focus on the Self		Suggested Timeline: 1 Quarter		
Students can expect lessons which address the self. How does one relate to nature, to peers, to				
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards
What rules and procedures are established for the art room?	Follow school and artroom-specific rules to maintain positive behaviors, interactions, and use of materials.	Assigned seating and folders for work at each table. Materials available for each table or accessible at a table used only for supplies. All new tools or supplies are viewed and discussed before use for safety awareness. Students should remain seated, when not getting materials. Talking is permitted, assuming volume is appropriate and work is being done.	Terms specific to the tools or materials being used. More three-dimensional tool will be introduced, so additional safety procedures will need to be followed.	13.2.8 E Explain the importance of the essential workplace skills/knowledge.

How are tools and materials used and maintained?	Some tools or materials can be dangerous if not used correctly. Knowing how to use something the correct way lessens the chance of any problems. Supplies can be expensive. Knowing how to use them efficiently is very important.	Demonstrations on correct usage, transportation to and from work area, storage, and/or clean up before use.	Terms specific to the tools or materials being used.	9.1.8 H Demonstrate and maintain materials, equipment, and tools safely.
How does work ethic affect success of individual projects?	Following the directions and getting work done consistently will allow deadlines to be met. Distractions or attitude can negatively affect progress on an individual project.	Staying focused on the current assignment, working step by step, or following any checklist or rubric provided.		13.3.8 A Determine attitudes and work habits that support career retention and advancement. 13.3.8 E Identify and apply time management strategies as they relate to both personal and work situations.
How can experimenting with materials, techniques, and ideas result in better overall end results?	Doing practice exercises, sketches, planning, and checklists helps to get better end results on projects.	Begin with sketches, final drafts, checklists, planning guides. Experiment with new materials and techniques on practice exercises before moving on to a final project.		9.1.8 G Explain the function and benefits of practice sessions.

How does personal attitude affect individual performance in art?	Closing your mind to trying a new technique or learning a new concept will not allow you to grow in any way. Having a positive attitude will allow a better chance for success.	Try new art methods. Experiment with new materials. Try to find your unique style.	13.3.8 A Determine attitudes and work habits that support career retention and advancement.
How and why is communicating about personal art as important as creating it?	Individuals should develop their own opinions and learn to understand those of peers. Express your ideas, both verbally and through art.	Express opinions about your own personal art. Listen to, appreciate, and understand the opinions of others. Use appropriate art vocabulary.	9.3.8 A Know and use the critical process in the examination of art.
Which tools and skills are necessary to create your style of art?	Demonstrate increased awareness of the need for refined and specific skills when using contemporary and/or traditional technologies to create artwork.	Use appropriate media or tools for assignments.	9.1.8 K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in art. 9.1.8 H Demonstrate and maintain materials, equipment, and tools safely.
How can an individual student communicate in the artistic process?	Build upon learned vocabulary to relate ideas to others. Carefully listen to the ideas and comments of others.	Participate in class discussions, critiques, art evaluations, or self-assessments.	13.2.8 E Explain the importance of the essential workplace skills/knowledge. 9.1.8 C Identify and use comprehensive vocabulary.

Why should every student artist have a unique way of making art?	An art assignment can have infinite resulting projects. Each individual artist has different abilities and experiences. It is important to find ways of finding unique ways to solve a problem.	Review how multiple solutions can come from one set of art requirements. Individually assess what has been done well, and what areas can use improvements?	9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
What observations can be made about natural objects, and how can this knowledge better one's art?	Knowing human and animal anatomy, and general structure and functions of nature can allow an artist to make images more realistic.	Look at images, research natural objects, or use live models to better understand the object being drawn.	S8.B.1.1.1 Describe the structures of living things that help them function effectively in specific ways. (ex. Why are a shark's gills visible, while those of other fish are more hidden?)

Unit Title: Elements and Principles of Art				
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards
What are the elements of art, and how can they be used to enhance personal artwork?	Employ any or all of the elements of art into personal artwork. (line, color, shape, form, value, space, texture)	Apply the most beneficial elements of art into a personal piece of art.	Line, color, shape, form, value, space, texture	9.1.8 A Know and use the elements and principles of art to create works in the arts and humanities.
What are the principles of art, and how can they be used to enhance personal artwork?	Employ any or all of the principles of art in a personal artwork. (Contrast, repetition, balance, emphasis, unity, movement, and proportion)	Apply existing knowledge of the principles of art to personal artwork. Review linear one-point perspective and learn how to draw objects using two-point perspective.	contrast, repetition, balance, symmetry, emphasis, unity, variety, depth, movement, dimension, proportion, scale, two-point perspective	9.1.8 A Know and use the elements and principles of art to create works in the arts and humanities.
How can knowledge of the elements and principles be demonstrated in personal artwork?	Use one or multiple elements and/or principles to create personal art. Be able to identify elements and principles used in your work.	Demonstrate the ability to effectively use the elements and principles to create artwork. Explain decisions about chosen elements and principles in art during class discussions or critiques.	Line, color, shape, form, value, space, texture, contrast, repetition, balance, emphasis, unity, movement, and proportion	9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

How are the elements and principles of art used in reviewing personal artwork and the work of other artists?	The elements and principles are used and can be viewed in all art.	Identify the elements and/or principles of art used in personal artwork or the work of others through discussions, class critiques, or self-assessments.	Line, color, shape, form, value, space, texture, contrast, repetition, balance, emphasis, unity, movement, and proportion	9.3.8 D Evaluate artwork using a complex vocabulary of critical response. 9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
What role does creative problem-solving and innovation play in the production of art?	Define a problem, explore possible solutions, make decisions, manipulate materials, and assess the results. Get in a habit of beginning with sketches or idea lists. As work continues, stop to evaluate the progress. Make any changes throughout the process. When finished, look back to see where improvements could be made.	Keep track of assignment requirements while using materials to create personal art. Use planning guides, checklists, or checkpoint reviews to evaluate progress. Develop original responses to the problem. Revise or edit original ideas to produce a better end result. End with self, peer, or teacher assessments.		9.1.8 G Explain the functions and benefits of practice sessions.

Unit Title: Production and				
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards
How can you express yourself through your art?	Various art materials and techniques can be used to illustrate to others our emotions and ideas we may be feeling.	Manipulate materials and use learned techniques to express emotions or to illustrate experiences, memories, and/or actions in personal artwork.	ideas, opinions, expression	9.1.8 E Communicate a unifying theme or point of view through the production of art.
What is an original work of art? What is a reproduction?	Copies of art can be mass produced. The original may look different than a print or a photograph. Some objects are one of a kind. To current artists this can be helpful in gaining more exposure.	Recognize the difference between original artworks and reproductions. Understand why artists may choose to have work reproduced.	original, print, limited edition, reproduction, series	9.4.8 C Describe how the attributes of the viewer's environment influence aesthetic responses.
How and where can your art be viewed?	Art students can have work displayed in school buildings or in an art show. Artists can exhibit in galleries, museums, installations, print or digital media, and online sources.	Know what exhibition opportunities are available for personal artwork.	Museum, gallery, installation, mural	9.1.8 I Know where arts events and exhibitions occur and how to gain admission.

How can we influence the opinions and beliefs of others through personal artwork?	Artists communicate beliefs, messages, and ideas with their art.	Demonstrate an understanding of visual language or symbols, as well as materials, media, and technology, to communicate specific concepts and ideas with personal artwork.	symbols	9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
How do advances and in science and technology impact the materials & tools used to make personal art?	Most art materials are readily available in local art supply stores. Companies are constantly making these materials better or are trying to create new products. Digital media is constantly changing as technology evolves. Artists will need to stay current with trends and try new materials and techniques.	Identify how materials have changed and improved. (ex. Precious metal clay was developed, combining metal and clay to create a sculptable material for jewelry.)		9.1.8 J Incorporate specific uses of contemporary technologies within the design for producing and exhibiting artwork or the work of others. 9.1.8 K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in art.

How can you recognize, understand, and borrow from others to produce your own original art?	Develop your own style based off of combinations or evolutions of viewed styles or ideas.	Without copying the artwork, use some element of that style, theme, or technique to create an original piece of art.	style, technique	9.1.8 D Demonstrate knowledge of at least two styles of art through exhibition of unique work. 9.1.8 E Communicate a unifying theme or point of view through the production of art. 9.1.8 F Explain work of others through exhibition.

Unit Title: Art History					
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards	
Who is an artist? What do artists do?	Identify how an artist communicates ideas, and/or feelings through various forms of art (drawing, painting, etc.). Discuss the purpose or use of an artist's work, possible meanings, and the intended audience.	Identify artists, their style or cultural influence, and characteristics of their art.		9.2.8 A Explain the historical, cultural, and social context of a piece of art. 9.2.8 L Identify, describe, and analyze common themes, forms, and techniques in art.	
How can pieces of art be categorized by particular artist or style?	Recognize and categorize pieces of artwork by artists, styles, themes, and/or techniques.	Be able to recognize artwork from specific artists or styles.		9.2.8 C Relate works of art to varying styles and genre and to the periods in which they were created. 9.3.8 C Identify and classify styles, forms, and techniques in art. 9.3.8 F Apply art criticism to identify characteristics among artwork.	
What similarities and differences exist between different styles or artists?	Find similarities and differences between two or more different artistic styles, themes, or techniques.	Compare and contrast two or more pieces according to their visual characteristics.		9.2.8 C Relate works of art to varying styles and genre and to the periods in which they were created.	
How is art a reflection of the artist?	Art is an illustration what an artist sees or believes.	Identify what ideas and themes an artist is trying to represent in a piece or the body of his work.		9.2.8 A Explain the historical, cultural, and social context of a piece of art.	

How are works of art identified by specific characteristics?	Art is made in many ways with numerous techniques and materials. Some styles are recognizable by shared themes, motifs, or techniques.	Identify different themes, forms, techniques and styles in displayed works of art. Discuss how they are similar to or different from others.	theme, technique, media	9.2.8 L Identify, explain, and analyze common themes, forms, and techniques in art. 9.3.8 C Identify and classify styles, forms, types, and genre within art. 9.3.8 F Apply art criticism to identify characteristics among artwork.
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Unit Title: Communicating About Art				
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards
What is art criticism? How can we describe and discuss artists and their work?	Students should be able to describe a piece of art. They should also be able to interpret the possible meanings of a work of art.	The students will be able to clearly describe a piece of art and make interpretations about the work.	criticism, description	9.3.8 A Know and use the critical process in the examination of art.
	Description is an important part of the critical process. Having discussions about the work also allows participants the chance to hear differing viewpoints.	Students should be able to describe a piece of art to their teacher and peers. Students should also be able to point out key characteristics of a specific artist's work.		9.3.8 D Evaluate artwork using a complex vocabulary of critical response. 9.3.8 E Interpret and use critical analysis in art.
What is a formal critique?	Formal critiques can be used to view, describe and interpret art work of peers, as well as to offer comments and suggestions for improvements or additions.	Students should be able to offer constructive criticism to other students through participation in a formal critique.		9.3.8 F Apply art criticism to identify characteristics among artwork. 9.3.8 G Compare and contrast critical positions or opinions about selected artwork.
What should be considered when beginning to interpret art?	Some art has very deep meaning, while other pieces do not. Many times motifs or specific imagery can be used as clues. There may not be only one right answer.	Students will view art and discuss its meaning based on visual context and any additional information known about the artist or style.	context	9.3.8 B Analyze and interpret specific characteristics of art. 9.3.8 C Identify and classify styles, forms, types, and genre within art.

What is the difference between liking and appreciating art?	Liking art is showing your personal connection and opinions.. Appreciating work, is understanding what went into creating that piece. You can appreciate a piece, but not like it.	Communicate to others why you like or dislike a piece of art. Identify how you would personally improve those things you did not like.	appreciate	9.4.8 A Compare and contrast examples of group and individual philosophical meanings of art. 9.4.8 B Compare and contrast informed individual opinions about the meaning of works in visual art to others. 9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
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