

Overview of Year

8th Grade Studio in Art Ext Curriculum

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 Language of Art Elements Accordion Book	Unit 2 Line/Shape Zentangle Personal Logo	Unit 3 Color/Value Watercolor Mandala Color Wheel Complementary Paintings		Unit 4 Texture Styrofoam Logo Print Pos/Neg Space Collagraph		Unit 5 Space Perspective Names Landscape (3D painting?)		Unit 6 Form Gesture Sculpture Foam Cup Sculptures	

Unit 1: Overview/Visual Vocabulary		
NYS VALS 1.a, c	Meaning	
NYS VALS 2.a	UNDERSTANDINGS Students will understand that the elements of art are a visual language used by artists. Students will understand that art is a way of putting together the different elements to create a message.	ESSENTIAL QUESTIONS How do artists use the elements of art in their artwork? How are the elements of art connected?
NYS VALS 3.b		
NYS VALS 4.b		
	Acquisition	
	KNOWLEDGE Elements of Art (line, shape, color, value, texture, space, form)	SKILLS Drawing lines with rulers Drawing (lines, shapes) Shading
Performance Task: Students will be creating a visual reference piece for themselves to use throughout the school by dividing a square piece of paper into 8 equal sections. One section will be a title wedge; the other seven wedges will each contain visual representations of each element of art.		
Criteria for Assessment: Use of elements Craftsmanship Perseverance (tenacity) Focus/work ethic (purposeful thinking)		

Unit 2: Line/Shape		
NYS VALS 1.a, b, c NYS VALS 2.a, d NYS VALS 3.a, b, c NYS VALS 4.b	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand that line and shape are elements used to represent different qualities in art.	How do artists use line and shape in their artwork?
	Students will understand the planning and creative problem-solving inherent in the artistic process.	How can lines and shapes be used in patterns to represent different aspects of a landscape? How do artists go through the process of creating their artworks?
	Acquisition	
	KNOWLEDGE	SKILLS
	Different kinds of line Different shapes Zentangles Printmaking	Creating patterns Combining letters and objects Applying paint with brayer Pulling even prints
Performance Task: Students will be using their learned knowledge of lines and shapes to demonstrate both elements of a landscape and their own personal lives. Through the creation of a Zentangle landscape, students will demonstrate knowledge of the different ways in which they can each use line and shape to represent different textural elements. In designing their own personal logo designs, students will learn how typography can be manipulated and used as a symbol to represent their own interests and personality.		
Criteria for Assessment: Variety of line/shape (Zentangle landscape) Combination of letter and object (Logo design) Craftsmanship Perseverance (tenacity) Focus/work ethic (purposeful thinking)		

Unit 3: Color/Value		
NYS VALS 1.a, b, c, d NYS VALS 2.a, b NYS VALS 3.a, b NYS VALS 4.a, b	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand the color relationships on the color wheel and how they are used in artworks.	How do artists use the different color relationships and values in their art?
	Students will understand the different processes that go into planning and executing a work of art.	How does painting technique change when you are using different kinds of paints? What are the different ways that artists plan their artwork?
	Acquisition	
	KNOWLEDGE	SKILLS
	Color wheel and components: - Primary/secondary colors - Tints/shades - Complementary colors Mandalas Acrylic paint Tempera paint	Painting methods (watercolor and tempera) Color mixing
<p>Performance Task:</p> <p>In this unit, students will be exploring the different ways that color can be used to change the representation of an art piece. They will be creating a mandala which will also be a color wheel, manipulating letters of their name to create a design which will be repeated in a radial pattern. During the second task of this unit, students will be experimenting with the effects that different values and complementary color pairings can change how a portrait is represented.</p>		
<p>Criteria for Assessment:</p> <p>Mandala design Use of complements, tints and shades Craftsmanship Perseverance (tenacity) Focus/work ethic (purposeful thinking)</p>		

Unit 4: Texture		
NYS VALS 1.a, b, c NYS VALS 2.a NYS VALS 3.a, c NYS VALS 4.a, b	Meaning	
	UNDERSTANDINGS Students will understand the role that textures play in representing different elements. Students will understand the different solutions possible for artistic challenges.	ESSENTIAL QUESTIONS How do artists represent different textures in their artwork? How can I look closely at a textural element and represent it in a two-dimensional way?
	Acquisition	
	KNOWLEDGE Texture Printmaking Brayer Collagraph Print	SKILLS Printing process (steps) Cutting/gluing Design (using basic shapes)
Performance Task: Through the positive/negative space collagraph print created in this unit, students will learn how the space around us also represents how we are seen and represented. Students will create implied line by putting together a design using textured pieces, then printing their design in different colors.		
Criteria for Assessment: Variety of textures in print Craftsmanship Perseverance (tenacity) Focus/work ethic (purposeful thinking)		

Unit 5: Space		
NYS VALS 1.a, b, c, d, e NYS VALS 2.a NYS VALS 3.a, b NYS VALS 4.a, b	Meaning	
	UNDERSTANDING Students will understand the different methods that artists use to represent space in two-dimensional art. Students will learn to develop focus within their own artwork by exploring the different methods for creating space.	ESSENTIAL QUESTIONS How can you tell that an art piece is showing space? How do methods such as one-point, two-point perspective show space? What are the ways in which some artists force perspective?

		How can a two-dimensional painting be transformed into a three dimensional-painting?
	Acquisition	
	KNOWLEDGE One-point perspective Overlapping Using a ruler Shading techniques Foreground Middle ground Background	SKILLS Shading Cutting/dissecting a painting Painting
Performance Task: During this unit, students will be learning how to analyze an image to break it down into segments, and then transform it into something else. Students will be looking at their names in terms of corners and angles, transforming it into a representation of three-dimensional space, as well as analyzing an image to create a three-dimensional painting.		
Criteria for Assessment: Use of perspective (name design) Analysis of image/translation to 3D Craftsmanship Perseverance (tenacity) Focus/work ethic (purposeful thinking)		

Unit 6: Form		
NYS VALS 1.a, b, c, d NYS VALS 2.a NYS VALS 3.a, b NYS VALS 4.a	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand how gestures can be used to convey a sense of personality and self.	What are the differences between 2D and 3D art?
	Students will understand how to focus on 360 degrees of visibility when creating 3-dimensional artwork.	How does the artistic process change when an artist goes from working in 2D to 3D?
	Acquisition	
	KNOWLEDGE Form Sculpture in the Round Relief Sculpture	SKILLS Sculpture forming Sketching Painting analysis

	Armature Figure proportions	
<p>Performance Task:</p> <p>Through the creation of a gesture sculpture and a three-dimensional foam cup sculpture, students will be exploring the different angles and views of an object (or person) and how to represent an idea with a static three-dimensional sculpture. Students will gain an understanding of the representational power of gesture, as well as how to pay attention to all sides of a piece of art when going through the creation process.</p>		
<p>Criteria for Assessment:</p> <p>Use of gesture (gesture sculpture) Use of proportion (gesture sculpture) Use of three-dimensional space (foam cup sculpture) Craftsmanship Perseverance (tenacity) Focus/work ethic (purposeful thinking)</p>		