

East Penn School District

Secondary Curriculum

A Planned Course Statement
for

Art

Course # 270

Grade(s) 8

Department: Art

Length of Period (mins.) 42

Periods per Week: 5

Length of Course (yrs.) 0.25

Type of Offering: required elective

Credit: 0.25

Adopted: 4/23/07

Developed by:

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Description of Course #270

Course Title: Art

Description: Eighth grade art refines skills and attitudes begun in seventh grade. Eighth grade students should expect to improve both their ability in drawing as well as observation. Qualities of visual observation may extend into three-dimensional experiences. Projects may have a historical and multicultural origin. Students will also experiment with computer technology and incorporate digital images when appropriate.

Goals:

- To resolve problems through discussion and creative production by utilizing the principles and elements of art.
- To implement and continue to develop desired skills using various media, techniques and applications of technology through discussion and creative production of art.
- To describe, analyze, interpret and evaluate works of art orally and in written form.
- To recognize and describe contemporary and past works of art in line with current social studies curriculum.
- To utilize and understand current and emerging technology.
- To become aware of careers in the arts.

Requirements:

- Complete all assigned art projects
- Participate in critiques in order to think about and to discuss objectively and critically art works by others as well as oneself.

Text: Katter, Eldon, Stewart, Marilyn, A Global Pursuit, Davis Publications

Key to Levels of Achievement (Listed with each learning objective)

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| Awareness (A): | Students are introduced to concepts, forms, and patterns. |
| Learning (L): | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U): | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level. |
| Reinforcement (R): | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication. |

| Unit | Num | Objective | Level | Content | Evaluation | Standards |
|---|------------|--|--------------|--|--|--------------------|
| I – Art Aesthetics Elements of Design | 1 | Students will observe, discuss, and identify color through experiments with primary, secondary, and tertiary colors. | R | <ul style="list-style-type: none"> Color themes will be reviewed with each project when appropriate Student and professional display will reinforce color theories | <ul style="list-style-type: none"> Teacher evaluation Critique Student evaluation | 9.1.6,7,8 A,C,J |
| | 2 | Students will identify the elements of design for creating an aesthetic composition. | R | <ul style="list-style-type: none"> Students will be introduced to the elements of design | <ul style="list-style-type: none"> Teacher evaluation Critique Student evaluation | |
| | 3 | Students will identify art through the elements of design line, shape, form, color, value, texture, and space. | R | <ul style="list-style-type: none"> Student and professional displays will reinforce the elements of design | <ul style="list-style-type: none"> Teacher evaluation Critique Student evaluation | |
| II – Art Aesthetics Principles of Design | 4 | Students will refine their understanding of spatial relations on a 2-D surface. | L | <ul style="list-style-type: none"> Students will be introduced to fine art examples that reflect the principles of design | <ul style="list-style-type: none"> Teacher evaluation Critique Student evaluation | 9.1.6,7,8 A,C,J |
| | 5 | Students will refine their awareness of 3-D art. | R | <ul style="list-style-type: none"> Students will be introduced to fine art examples that reflect the principles of design | <ul style="list-style-type: none"> Teacher evaluation Critique Student evaluation | |
| | 6 | Students will identify principles of art (balance, movement, rhythm, contrast, emphasis, pattern, and unity). | R | <ul style="list-style-type: none"> Students view posters, slides, books, CD-ROMs, art examples | <ul style="list-style-type: none"> Teacher evaluation Critique Student evaluation | |
| III – Art Processes Media and Methods | 7 | Students will experiment with a variety of techniques and multimedia materials. | R | <ul style="list-style-type: none"> The introduction and demonstration of different types of art that use a variety of techniques and media | <ul style="list-style-type: none"> Student product Self evaluation Teacher evaluation Critique | 9.1.6,7,8 A,C,J |
| | 8 | Students will demonstrate an understanding of methods of color mixing. | R | <ul style="list-style-type: none"> Color media is used to enhance students' understanding of color | <ul style="list-style-type: none"> Student product Self evaluation Teacher evaluation Critique | |
| Unit | Num | Objective | Level | Content | Evaluation | Standards |

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| | 9 | Students will demonstrate an understanding of the use of 3-D space in art. | R | <ul style="list-style-type: none"> Use of sculptural materials to create spacial artwork | <ul style="list-style-type: none"> Student product Self evaluation Teacher evaluation Critique Teacher-made rubrics | |
| | 10 | Students will learn techniques for drawing from observation. | R | <ul style="list-style-type: none"> Use of still life/photographs or models to illustrate concepts of observation drawing – digital camera | <ul style="list-style-type: none"> Student product Self evaluation Teacher evaluation Critique | |
| | 11 | Students will experiment with various digital imaging. | L | <ul style="list-style-type: none"> Computer technologies enhance and supplement traditional art forms – iMac lab, laptops | <ul style="list-style-type: none"> Student product Self evaluation Teacher evaluation Critique | |
| IV – Art Criticism | 12 | Students will periodically have in process critiques of their artwork. | A | <ul style="list-style-type: none"> Display of art work, observation, and discussion of in-progress art for feedback | <ul style="list-style-type: none"> Teacher evaluation of participation in discussion | 9.1.6,7,8 A,C |
| | 13 | Students will critique art works of other artists. | A | <ul style="list-style-type: none"> Observation and discussion of fine art examples to foster high thinking and provide inspiration | <ul style="list-style-type: none"> Teacher evaluation of participation in discussion | |
| | 14 | Students will participate in a critique of final class projects. | U | <ul style="list-style-type: none"> Observation and discussion of final projects aides in higher level thinking and helps future art works | <ul style="list-style-type: none"> Teacher evaluation of participation in discussion | |
| V – Art History Through Culture, Heritage, and Environment | 15 | Student projects will be introduced through historical art references. | A | <ul style="list-style-type: none"> Use of films, slides, videos, fine art examples, posters, books, computer, or field trips pertaining to historical art and multiculturalism | <ul style="list-style-type: none"> Teacher evaluation of participation in discussion | 9.1.6,7,8 A,C |
| | 16 | Students will discuss and understand the differences and similarities of multicultural art. | A | <ul style="list-style-type: none"> Use of films, slides, videos, fine art examples, posters, books, computer, or field trips pertaining to historical art and multiculturalism | <ul style="list-style-type: none"> Teacher evaluation of participation in discussion | |
| Unit | Num | Objective | Level | Content | Evaluation | Standards |

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| | 17 | Students will discuss and understand the historical relevance of objects studied and how it effects us today. | A | <ul style="list-style-type: none"> • Use of films, slides, videos, fine art examples, posters, books, computer, or field trips pertaining to historical art and multiculturalism | <ul style="list-style-type: none"> • Teacher evaluation of participation in discussion | |
| VI – Craftsmanship, Discipline, and Safety in Art Processes | 18 | Students will demonstrate an understanding of craftsmanship, discipline, and safety in all art processes. | R | <ul style="list-style-type: none"> • Exhibition of good craftsmanship in all works of art • Demonstration of self-control and good behavior during art classes • Maintaining safety practices during art experiences | Teacher observation Teacher evaluation | |
| VII – Technology | 19 | Students will utilize the computer as a medium of art. | L | <ul style="list-style-type: none"> • The use of a variety of software to produce graphic and digital art | Student product Self evaluation Teacher evaluation | 9.1.6,7,8J |
| | 20 | Students will continue to generate artworks by computer. They will continue to use the computer for research and experimentation. | L | <ul style="list-style-type: none"> • Use of peripherals to supplement software programs (digital video, still cameras) • Scanner • Laptop lab • IMac lab • Creative Suite • Digital cameras (Still) (SLR) • Digital camcorder with still frame option • Proxima | Student product Self evaluation Teacher evaluation | |