

Grade 8

1. 3 Dimension
2. Architectural Design
3. Industrial Design
4. Painting
5. Silk Screen Printing
6. Variety and Emphasis

COURSE: Art	GRADE(S): 8
UNIT: Three Dimensional Design / Sculpture	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Understanding properties of medium: technical manipulation, proper use of tools and vocabulary. 2. Recognize three dimensional artworks. 3. Preliminary sketches to work out problems before final execution. Keep in mind principles and element of art and design. 4. Students will successfully communicate an Idea through three dimensional medium.
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Students will construct a three dimensional artwork or sculpture based on an original sketch. 2. Students will assemble clay medium to resemble an African Face Pot. 3. Base a three dimensional design in the style of a famous master artist. <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. Research web sites for African face pots. 2. Students will research the web sites, art books, and magazine publications. 3. Visit art museum to study three dimensional masterpieces. Greek and Roman sculptures, coins, bronze sculptures. 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Teacher evaluation based on criteria of lesson. 2. Choice of tools used, and understanding of vocabulary. 3. Understanding the properties of medium. 4. Use of positive and negative space. 5. Use of elements and principles of design. 6. Good craftsmanship exhibited. 7. Original idea communicated into form. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Develop an original sketch to further allow sufficient space between spaces. Clearly defined positive and negative areas revealed in the Sketch. Possibly "re-do" the sketch. 2. Simplify idea and execute three dimensional Artwork with simple shapes. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Encourage students to formulate original artwork design by using abstract thinking and develop ideas into a concrete form. 2. Develop a family of three dimensional form or sculptures that will be represented in a group exhibition. Start forming a theme for an art show.
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COURSE: Art	GRADE(S): 8
UNIT: Architectural Design	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Students will design a building of their choice that should become “part of” or “contrast” with a particular environment. 2. Students will use techniques of historical architecture in their original drawing 3. Students will complete a critical analysis of their building. This is an assigned written section that forces students to consider all aspects of their design. <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. Frank Lloyd Wright “Scholastic Art Magazine”. This publication includes biographic information as well as detailed photographs of Wright’s famous buildings. 2. Video of a tour of Falling Water. 3.Video on the Guggenheim Museum 4. Handout that includes historical architectural techniques. 5. If possible, an architect as a speaker could address the topic of the profession of an architect. 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Students will take a quiz on architectural vocabulary. 2. Teacher observation on criteria for this assignment. 3. Students will develop a rough sketch into a final project. 4. Students will explain “how” their building fit into the particular setting they invented. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Students will work one on one with instructor in order to challenge themselves at the student’s own ability level. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Students should be able to make their building visually adapt to their environment. The building should be creative in its layout and detailed in historic architectural technique.
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COURSE: Art	GRADE(S): 8
UNIT: Industrial Design	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p>	<p>Objectives:</p> <p>Students will be able to:</p> <p>Understand that Industrial Designers are visual artists who plan manufactured goods.</p> <p>Identify the criteria for judging mass-produced objects.</p> <p>Redesign and improve an everyday object.</p> <p>Reflect on the industrial design of an everyday object through critical thinking, questions and writing.</p>
<p>ACTIVITIES:</p> <p>Studio: Design a better product.</p> <p>Students will think about a design problem and propose a solution.</p> <p>Students will consider how designers and engineers design products for specific types of people...Who will use this product, what is the person's gender? Age? Experience with this product? Where, what and how will this product be used?</p> <p>Students will prepare a design brief...which will include: the typical users' needs, and states a proposed solution in terms of how it will solve the problem. The design brief will include a sketch or sketches of the solution.</p> <p>Conceptual Drawing:</p> <p>Students will draw their ideas, on graph paper; drawings may include different perspectives of their ideas and different components and parts of their product.</p>	<p>Students will make a 3 dimensional model of their product in clay or paper.</p> <p>Packaging:</p> <p>Students will design a container to contain and market their product.</p> <p>Assessment:</p> <p>Presentation/Critique</p> <p>Students will present their redesigned object to the class. Listeners will provide feedback on the changes and packaging.</p> <p>Teacher observation and evaluation of tasks based on criteria for each project in the unit.</p> <p>Each student will write a critical analysis of his or her individual project.</p>

Remediation:

In school working time during TASC, or working at home. Computers and the library can be used or research.

Enrichment:

Create advertisements about their product by means of other media; such as television, radio, or billboards.

Suggest that students do an independent research of a famous industrial designer or invention.

Compare and contrast design models in our environment; wrappers, boxes, billboards, ads, etc.

COURSE: Art	GRADE(S): 8
UNIT: Painting	

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<p>ACTIVITIES:</p> <p>Students will generate a painted color wheel and value chart to show an understanding of color mixing and value studies.</p> <p>Students will experiment with different painting techniques before starting to paint.</p> <p>Students will draw and paint a monochromatic painting based on a photo, magazine picture that clearly displays shades and highlights.</p> <p>Students will incorporate painting skills by drawing and painting landscapes, still-life's, portraits, or figures.</p> <p>Resources:</p> <p>Master art prints, posters, slides and research on the internet will provide the visuals for comparing styles of painting.</p> <p>Students will review elements and principals of design.</p>	<p>ASSESSMENTS:</p> <p>Teacher observation and evaluation of tasks based on criteria for each project in the unit.</p> <p>Each student will complete a critique sheet on final project.</p> <p>Each student will conduct written critical analysis for their individual project.</p> <p>Peer critical analysis will be conducted on chosen projects.</p> <p>Originality, creativity and craftsmanship will be displayed.</p> <p>REMEDIATION:</p> <p>Study hall, work at home. Individual discussions with instructor.</p> <p>ENRICHMENT:</p> <p>Personal development in style will be explored independently.</p> <p>Personal growth will be explored.</p>
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COURSE: Art	GRADE(S): 8
UNIT: Printmaking (Silk screen)	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Students cut their film and prepare their screen. 2. After the film is adhered to the screen students will print using silkscreen printing inks. 3. Students will indicate a confidence in the procedure of using silk-screen printing, from the beginning to end product. 4. Project may involve the printing of greeting cards, T-shirts, posters. 5. The silk-screen as a multiple print resource opportunity will be the major emphasis of this lesson: printing more than a couple of one thing. <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. Greeting cards 2. Posters 3. T-shirts/sweatshirts 4. Advertisements 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Clear message 2. Original design 3. Understanding the printing process 4. Use of positive and negative space 5. Use of elements and principals of design 6. Good craftsmanship exhibited <p>REMEDIATION:</p> <p>Student’s original plan must be approved. It must be simple enough to cut out and create a clear message. Teacher assistance will be necessary to fulfill the complicated steps needed in silk-screen printing.</p> <p>ENRICHMENT:</p> <p>Students should be encouraged to challenge themselves to design a more complex design. Extra credit will be given to students who design flyers or posters for school events. (Such as student government, dances, meeting, and fund-raisers.)</p>
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COURSE: Art	GRADE(S): 8 th grade
UNIT: Drawing: Variety and Emphasis.	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Students will draw the subject as accurately as possible. 2. Draw object/objects using different varieties of media. Change the shape, size, color, pattern, detail, texture, and form in as many ways possible. <p>RESOURCES:</p> <p>Scholastic Arts magazine Videos on Drawing How to Draw Books Drawing prints by Masters</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Teacher evaluation based on criteria of lesson. 2. Understanding the properties and technique(s) of the media chosen. 3. Use of variety and emphasis. 4. Students will develop a rough sketch into a final project. <p>REMEDIATION: Students will work one on one with the teacher in order to challenge at the student's own level. TASQ time</p> <p>ENRICHMENT:</p> <p>Experiment with media: Show and discuss examples of artworks that use variety and emphasis to create interest and contrast.</p> <p>Explain, demonstrate procedures for: Scratchboard Pen and Ink Conte Crayon Chalk, Pastels</p> <p>Experiment with what is most successful.</p>
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