

# 8th Grade Art

Content Area: **Art**  
Course(s): **Art 7/8**  
Time Period: **6 weeks**  
Length: **Cycle course (6 weeks)**  
Status: **Published**

## Unit Overview

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The students will gain and demonstrate use of the knowledge of the elements of art and the principles of design in the appreciation of creation of visual art.

The students will develop skills and understand concepts in various types of sculpture, crafts, ceramics and three-dimensional art. Students will learn and utilize proper and safe techniques with the tools and media. Students will apply the elements of art and principles of design to three-dimensional work.

## Transfer

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Students will be able to independently use their learning to:

- identify and discuss the elements of art and principles of design intellectually
- identifying the elements and principles in everyday life and art history
- demonstrating mastery of newly learned skills
- demonstrating mastery of various art media
- discuss aesthetics and critique incorporating visual literacy

Students will be able to independently use their learning to:

- understand the difference between 2-D and 3-D art
- recognize that sculpture is a three-dimensional art form that can be viewed from all sides
- identify sculptures in the environment
- classify sculpture as decorative or functional in nature
- observe that sculpture can be made using various techniques and materials
- understand that the Elements of Art and Principles of Design still apply to 3-D art
- recognize that sculpture can be inspired by other cultures

## **Meaning**

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## **Understandings**

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Students will understand that:

- the differences between realistic, abstract, non-representational
- elements of art and principles of design were used throughout art history as well as designing their own work today
- art may be analyzed based on the elements and principles
- understand the creative process and discuss through critique
- their new skills and media use as well as understanding the creative process will improve their work
- aesthetics

## **Essential Questions**

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How can I use the elements and principles of art in my own work?

How is design incorporated into our daily lives?

How is a time period of art relevant to our world today?

What types of questions do you have about this art work?

What can you create using this artist's style or design technique?

What can you create using the media in front of you?

What could you design to solve this problem?

What do you identify using the terminology learned in this class?

What skills have you gained during the creative process?

How can use the skills gained in another design or creation?

How is three-dimensional art different from two-dimensional art?

How do the materials used influence the style of the sculpture?

How can the elements of art and principles of design be applied to sculpture?

### **Application of Knowledge and Skill**

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Students will know how to apply the art elements and principles of design to their own work and to recognize them in daily life, the environment, and the artwork of others.

### **Students will know...**

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Students will identify specific descriptive objects they see in work of art.

Students will identify the Element of Art and the Principles of Design

Students can discuss and interpret their thoughts and opinions on famous work of art.

Students can give an intelligent and opinionated statement on the success or failure of a famous work of art.

Students can create a work of art based on a specific art genre/art period or artist

Students can express creative use of various media based on a specific art genre/art period or artist.

Students can demonstrate the newly learned skills throughout the creative process

Students will know how to apply the art elements and principles of design to three-dimensional forms.

## **Students will be skilled at...**

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- Identifying the elements of art and using them in their own work
- Recognizing the design elements and principles in the work of others
- Understanding there are varieties of lines, shapes, forms, and textures and begin to use them in their own work
- Drawing several types of lines and using them to show movement and direction
- Creating patterns
- Creating geometric and organic shapes
- Combining shapes together to make more complex objects
- Identifying and mixing primary and secondary colors
- identifying warm and cool colors
- Identifying and using complementary and analogous colors
- Identifying and creating textures
- Applying concept of overlapping in a composition
- Utilizing positive and negative space in their work to create balance and interest
- Using Emphasis to define a center of interest
- Using Proportion and Scale appropriately

Students will be skilled at using a variety of the following materials:

cardboard, found objects, boxes, clay, papier-mache, masks, plaster, origami, cloth, beads, yarn, plastic, wood, pipe cleaners, various assorted craft materials

## **Academic Vocabulary**

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Elements of Art

Line

Shape

Space

Color

Texture

Form

Principles of Design

Pattern

Movement

Balance

Emphasis

Unity

Contrast

Rhythm

Historical Art Eras

Art Aesthetics

Art Medium

Art Media

Realistic

Abstract

Non-Representational

Sculpture

2-D

3-D

Ceramics

## **Target 2**

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Description

- Identify positive and negative space
- Recognize how a composition may be organized using the principles of design
- Recognize methods to create a center of interest
- Understand that art may be created using a variety of materials and techniques
- Understand that there are a variety of lines, shapes, forms, color schemes, and textures and continue to use these in their own artwork

## **Target 1**

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Description:

- showing growth in the newly learned skill
- showing growth in in new mediums

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## **Summative Assessment**

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<https://drive.google.com/open?id=1XYuNa5GOUrC2jLwuTVytilxg1bYBnHfv>

## **Formative Assessment and Performance Opportunities**

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1. Preassessments
2. Checking the class for understanding throughout each class
3. Quiz or post assessment
4. Teacher observation of process and product
5. Reviews and games
6. Exit tickets to assess how well the lesson went

7. Rubrics and frequent assessing of the knowledge taught
8. Circling the room to assist with new art skills or review old ones for clearer understanding

### **Accommodations/Modifications**

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**Supports all accommodations and modifications provided in all students taught with IEP, 504 Plan, Intervention Plan, that may include the following:**

#### **Presenting accommodations for art:**

- learn content from video or visual instead of print versions
- if microphone is required for audio amplification device use it
- written lists of instruction
- have another student share notes or provide teacher notes
- give out an outline of the lesson
- study guides to assist in preparing for assessments
- visual presentations over verbal material
- teach curriculum materials the easiest way to understand or translating to native language

#### **Response accommodations for art:**

- google translate as needed
- if scribe is present for translation make sure they understand what is asked of them with written materials
- use google classroom for notes or giving responses in class using grammarly
- use proper testing accommodations

#### **Setting accommodations:**

- if tests/quizzes are given and student needs a quiet room with less distractions or smaller group, do so
- seating near the teacher with the least surrounding distractions in the class or classroom
- use noise buffers such as headphones for sensory accommodations

#### **Timing accommodations:**

- give more time to complete a task or test
- extra time to process oral information or instructions

-allow breaks after task completion

**Scheduling accommodations:**

-give more time to complete a project

-tests and quizzes can be taken at a certain part of the day

**Organization skills accommodations:**

-mark tests with a highlighter

-help with planner for assignments

-individual help after class instruction for repeated practice and assurance of understanding

**Assignment modifications:**

-complete less in class or fewer than peers

-write shorter or smaller projects created

-fewer answers on tests or quizzes or an alternate test

-create alternate projects or assignments

**Curriculum modifications:**

-allow work at a slower pace while moving on with the rest of the class

-when grading use a tiered approach not grading with the same standard as the high tiered students

**Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group or individualized teacher assistance or demonstration
3. pair student with higher learner

**Enrichment:**

1. Expand and extend concepts and details, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative higher level topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.



## **Unit Resources**

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Visual aides of famous art reproductions

Powerpoint Slideshow Presentations

Internet sites

You-tube Videos

Examples of design elements in everyday life around the art room

DVDs, book, other media

Teacher project and technique demonstration via document camera

## **Interdisciplinary Connections**

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### 1. Creative writing

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### 2. Geometry

MA.5.5.G.BClassify two-dimensional figures into categories based on their properties.

### 3. History

**SOC.5-8.1.1.1** - Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.

Standards:

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Ref's	Standard ID	Description
0x	LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
0x	LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
0x	MA.5.5.G.B	Classify two-dimensional figures into categories based on their properties.
0x	SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.