

# Sept. Gr. 8: Unit 1 ART

Content Area: **Art**  
Course(s):  
Time Period: **September**  
Length: **3-4 weeks**  
Status: **Published**

## Unit Overview

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1. Identify genres of art

-Impressionism

-Abstraction

-Cubism

Implement new painting techniques

Determine factors for the classification of the genre including the stylistic choices of the artists

-color theory choices

-abstraction vs. realism

2. Identify cultural influences

-availability of materials

3. Create a work of art to leave behind as a parting-gift that exemplifies what's important to them

## Enduring Understandings

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Different genres of art developed from societal changes.

Artist style is unique to every artist and can be studied, personalized and recreated.

Art can be a voice for positive changes to our communities.

## Essential Questions

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what aspects make a work of art impressionistic, abstract, or a work of cubism?

How can we use the study of these genres to create our own works of art?

How can we use the visual arts to promote the importance of what we care about?

How can we look and learn from art in regard to various perspectives we have as people?

## Instructional Strategies & Learning Activities

| Objectives   | Suggested Activities  | Evaluations   | Resources   |
|--|---|---|---|
| Identify genres of art<br>-Impressionism<br>-Abstraction<br>-Cubism<br>Implement new painting techniques<br>Determine factors for the classification of the genre including the stylistic choices of the artists<br>-cultural influences<br>-social influences<br>-availability of material<br>-geographical locations<br>Identify core values | Ceiling panel painting:<br>recreate a master painting on a ceiling panel.<br>Write an art critique about chosen artist for panel<br>-description<br>-formal analysis<br>-interpretation<br>-judgement<br>Selfies worksheet to reflect on what's important to each of them | Self evaluation<br>Teacher observation<br>Rubric<br>Peer critique | Internet Search<br>Visuals of famous paintings from which to choose<br>Ceiling panel<br>Acrylic paint<br>Examples of previous panels: |

## Integration of Career Readiness, Life Literacies and Key Skills

|                 |  |
|-----------------|--|
| TECH.9.4.8.CI   | Creativity and Innovation  |
| TECH.9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| TECH.9.4.8.CT   | Critical Thinking and Problem-solving  |

An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Multiple solutions often exist to solve a problem.

## **Technology and Design Integration**

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Students will interact with the unit using the Smartboard.

## **Interdisciplinary Connections**

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|-------------|--|
| LA.SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.          |
| LA.SL.8.1.A | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.              |
| LA.SL.8.2   | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.                           |
| LA.SL.8.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Students will create works based on interest, skills.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From <http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

### **Modifications & Accommodations**

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IEP modifications will be followed

Students needing additional instruction and support will be monitored

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

### **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

### **Additional Benchmarks used in this unit:**

Teacher record of growth when using the medium and techniques.

### **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

Self evaluation

Teacher observation

### **Summative Assessments**

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**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

Rubric

Peer critique

## Instructional Materials

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### Internet Search

Visuals of famous paintings from which to choose

Ceiling panel

Acrylic paint

## Standards

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|--------------------|---|
| VA.6-8.1.5.8.Cr1   | Generating and conceptualizing ideas.   |
| VA.6-8.1.5.8.Cr1a  | Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.  |
| VA.6-8.1.5.8.Cr1b  | Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.   |
| VA.6-8.1.5.8.Cr2   | Organizing and developing ideas.  |
| VA.6-8.1.5.8.Cr2a  | Demonstrate persistence and willingness to experiment and take risks during the artistic process.   |
| VA.6-8.1.5.8.Cr2b  | Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.  |
| VA.6-8.1.5.8.Cr3a  | Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.   |
| VA.6-8.1.5.8.Pr4   | Selecting, analyzing and interpreting work.   |
| VA.6-8.1.5.8.Pr6   | Conveying meaning through art.<br>Share   |
| VA.6-8.1.5.8.Re7a  | Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.  |
| VA.6-8.1.5.8.Re7b  | Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.   |
| VA.6-8.1.5.8.Re8   | Interpreting intent and meaning.  |
| VA.6-8.1.5.8.Re8a  | Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. |
| VA.6-8.1.5.8.Cn11  | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.  |
| VA.6-8.1.5.8.Cn11b | Analyze and contrast how art forms are used to reflect global issues, including climate change.   |

