



8th Grade Art

Curriculum Guide

Scranton School District

Scranton, PA

8th Grade Art

Prerequisite : 6th & 7th Grade Art

Course Description:

To develop increasingly sophisticated strategies through artistic practice as instructed by a certified and accredited Pennsylvania Art Instructor with proper credentials. Make students literate in conceptual terminology and standards-based art vocabulary. Students discuss artists, periods, works of art, historical context and how to criticize art. Kinesthetic processes are achieved through drawing, painting, inking, and craftwork. This course serves as a foundational link between the grade school and secondary art experience to prepare future Art students for potential portfolio construction and collegiate requirements.

The Scranton School District Middle School Art Curriculum follows the national and state Visual Arts Curriculum requirements. Students should be able to:

1. Understand and apply media, techniques and processes
2. Develop increasingly sophisticated creative strategies, skills, and habits of mind through artistic practices.
3. Possess artistic literacy toward analyzing established works of art and creating unique works of art.
4. Develop aesthetic judgment which promotes higher level art making
5. Interpret meaning and purpose of visual art.
6. Appreciate diverse perspectives which contribute to art over time.
7. Understand Historical context which connects artistic movements, schools of art and cultural interaction.

Year-at-a-glance

Subject: Art 8	Grade Level 8	Date Completed:8-5-19
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1st Quarter

Topic	Resources	CCSS
Anatomical Drawing/ Figure Drawing Gesture Drawing Blind Contour & Contour Drawing	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Still Life Drawing Object and Setting	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

2nd Quarter

Topic	Resources	CCSS
Self Portraiture	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Abstract Art Relief vs Sculpture	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

3rd Quarter

Topic	Resources	CCSS
Life and Nature Drawing	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Understanding Comics/ Cartooning/	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

4th Quarter

Topic	Resources	CCSS
Text Based Illustration	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Printmaking	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
			Each class starts with a 10/15 minute art history lesson showing 4 various pieces of artwork to cover ELA and Math Standards through Art History, a basic math problem, and a quick sketch.	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	
Introduction	9.1.B/C	Review basic rules, regulations and expectations for the year. Give students a run down of expected projects.	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials	Pre-assessment of prior knowledge and past projects students were exposed.	56 minutes

Unit 1 Anatomical Drawing Figure Drawing (Gestural)/ Blind Contour	9.1.A/B/C 9.2.A/B/C (art history)CC.2.1. 7.D.1, CC.2.3.6.A.1,C C.2.3.7.A.1, 6.1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts.	<i>Essential Knowledge:</i> The students will use prior knowledge of the elements of art to create a realistic drawing. The students will draw contour lines to define a form and apply value to create the illusion of form. Applying value to establish contrast by exaggerating its lightness or darkness. The student will apply observational skills to draw an object using appropriate scale relationships The students will use observational skills to draw contour lines to establish shape and form. Use of design concepts and valid decision making. <i>Content Specific Vocabulary:</i> Gesture drawing, contour drawing, blind contour, thumbnail sketch, croquis sketch, proportion, action line, flow <i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.	<i>Resources:</i> Powerpoint show, examples on board, newsprint, drawing paper, pencils, kneaded erasers, charcoal, ink, brush, mirrors. Gesture Drawing pose packets. <i>Suggested Activities:</i> Intro to art history deals with art at peaks of artists careers and how differently they were critically received. Gesture Drawing Contour Drawing Blind Contour Drawing Drawings of bones The students will use prior knowledge of the elements of art to create a realistic drawing. <i>Supplemental Texts/Artist</i> “Figure Drawing for All its Worth” “Figure Drawing for Concept Artists”, Bridgeman’s Figure Drawing”	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric	56 minutes 2-3 classes
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Unit 2 Still Life Objects and Settings	9.1.A/B/C 9.2.A/B/C (art history)CC.2.1. 7.D.1, CC.2.3.6.A.1,C C.2.3.7.A.1, 6.1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential Knowledge:</i> The student will apply observational skills to draw an object using appropriate scale relationships Use a range of values to create the illusion of form To create a contour line the student will draw the line that defines the form of the edge. Proper use of necessary materials</p> <p><i>Content Specific Vocabulary:</i> Line, shape, contour, balance, composition, perspective, point of view, value, texture, contrast, color, shadow, proportion, scale</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction</p>	<p><i>Resources:</i> Pen, paper, colored pencils, pencils, erasers, fine point sharpie markers, shoes, still life materials, lights, previous examples, power point, projector.</p> <p><i>Suggested Activities:</i> Students will engage in demonstration and practice of contour line drawing. Create these drawings in proper proportions and scale. Students will use value and color to create form. Using color blending techniques to create highlights and shadows.</p> <p><i>Supplemental Texts -</i> “Drawing from the Right Side of the Brain” “Just Draw It!” - Renoir, Matisse, Monet, DeGas, VanGogh.</p>	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric	56 minutes 2-3 classes

Unit 3 Self Portrait- Introduction/ concepts/	9.1.A/B/C 9.2.A/B/C (art history)CC.2.3. 6.A.1,CC.2.3.7. A.1, 6.1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential Knowledge:</i> Students will apply art making skills based on gestural drawing and contour portrait concept All combined to make a finished set of 3 abstracted, intersecting, personalized portraits. Done in hard ink lines and colored with graphic solid colors. Lesson will start with powerpoint on abstract art and portraits.</p> <p><i>Content Specific Vocabulary:</i> Foreground, Background, Middle Ground, Portraiture, Portrait, Expression, Full Face, Profile, Full Body, Cropping.</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction</p>	<p><i>Resources:</i> Markers, Ink, pencil, acrylic paint, rulers. Power points, hand outs.</p> <p><i>Suggested Activities:</i> Triple Self Portrait - Draw oneself in three different perspectives and/or drawing styles in a connected layout</p> <p>Emotional State Portrait - Draw a series of portraits to reflect various emotional states.</p> <p><i>Supplemental Texts/ Artist/ Works</i> - “Here’s Looking at Me: How Artists See Themselves” - / Vincent VanGogh, Frida Kahlo, Gustav Corbet, Leonardo DaVinci, Rembrandt - Self Portrait</p>	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric	56 minutes 4 classes

Unit 4 Abstract Art Relief vs. Sculpture	9.1.A/B/C 9.2.A/B/C (art history)CC.2.3.6.A.1,CC.2.3.7.A.1, CC.2.1.7.D.1,6.1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential Knowledge:</i> Demonstrate movement and balance in a piece of art through the use of variety and repetition using lines and shapes. Describe artwork and subject matter Understanding the importance of the elements and principles of design to the art process Use Rhythm and pattern to create and abstract piece of art Use rhythm and pattern through line, shape, and color variation Use of a focal point to create interest Differentiate between relief and sculpture</p> <p><i>Content Specific Vocabulary:</i> Abstract, line, form, shape, color, value, texture, space, balance, (symmetrical, asymmetrical) emphasis, contrast, rhythm, pattern, texture, composition, Pop Art, Fauvism, Modernism, Expressionism, Minimalism, Cubism, Futurism</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction</p>	<p><i>Resources:</i> Standard Art Supplies (pencil, pen, ruler for charting out and sketching design) PowerPoint/Promethean for lecture and demonstration.</p> <p><i>Suggested Activities:</i> Create an original artwork - Create a work of sculpture/ Etch a relief panel as is or for printing incorporating abstract themes into said works <i>Art Styles to Draw From</i> - Pop Art, Fauvism, Modernism, Expressionism, Minimalism, Cubism, Futurism</p> <p><i>Supplemental Texts/ Artists</i> “Abstract Painting: The Elements of Visual Painting”, “Pictures of Nothing: Abstract Artists since Pollock” - Wassily Kandinsky, Jackson Pollock, Andy Warhol, Francis Bacon, Marcel Duchamp, Pablo Picasso, Auguste Rodin</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p> <p>Points to consider when developing rubric: How does the artist divide up the canvas... How is our eye directed... How does the artist use color... What specific forms does the work contain and what do they mean...</p>	56 minutes 3-4 classes
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Unit 5 Life and Nature Drawing	9.1.A/B/C 9.2.A/B/C (art history)CC.2.3. 6.A.1,CC.2.3.7. A.1, CC.2.1.7.D.1,6. 1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential Knowledge:</i> Students will be able to use multiple design techniques to assemble a multilayered illustration using a topic of choice and completed in various mark-making medium. Demonstrate balance through the use of positive and negative space</p> <p><i>Content Specific Vocabulary:</i> Combination, Merge, Crop, Perspective, Bleed, Focal Point, Contrast, Positive Space, Complimentary Set, Mono,bi,tri-chromatic scheme.</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction</p>	<p><i>Resources:</i> Markers, Ink, pencil, acrylic paint, Watercolor Paint, Sharpie Markers, Watercolor Paper, rulers. Power points</p> <p><i>Suggested Activities:</i> Beyond the Border: Create a centralized nature based drawing with fore, middle and background Make a three panel drawing depicting endangered animal species in their appropriate habitat.</p> <p>Draw a tree filling the space with Zentangle Designs. Using a variety of patterns and designs to create interest and use of positive and negative space to create balance</p>	Assessment based on understanding of topic through successful demonstration of topic choice, placement of subject, measurement of linework and borders and drawing application.	56 minutes 2-3 classes

Unit 6 Sequential Art and Character Design	9.1.A/B/C 9.2.A/B/C (art history)CC.2.3. 6.A.1,CC.2.3.7. A.1, CC.2.1.7.D.1,6. 1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential Knowledge:</i> Understand the essential elements of storytelling, demonstrate a grasp of tonal use in storytelling, illustrate various features both realistic and exaggerated involved in creating a character.</p> <p><i>Content Specific Vocabulary:</i> Splash Page, Gutter, Bubble, Caption, Closure, Onomatopoeia, Encapsulation, Tier, Panel, Pencilists, Colorist, Inker, Writer, Underground.</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction</p>	<p><i>Resources:</i> Markers, Ink, pencil, Sharpie markers, Watercolor Paint, Watercolor Paper, rulers. Power points. Use Text From Scott McCloud's "Understanding Comics"</p> <p><i>Suggested Activities:</i> Character Drawing based on random features Character Drawing based on established text description Construct a 3 panel narrative showing passage of time, a historical event or universal three-act structure. Construct a 3 panel narrative based on a metamorphosis. An inanimate object that transforms into a realistic animal.</p> <p><i>Supplemental Texts/Artists</i> "Understanding Comics", "Marvel's Guide of Drawing" Stan Lee, Pendleton Ward, Bill Waterson, Bill Amend, Ulysses Farinas, Mobius, Geof Darrow, Dave McKean, Alex Ross, Nick Roach, Alex Milne.</p>	Comic strips often express messages or provide brief glances of events or stories. Key elements of a comic strip include character, setting, and plot-all conveyed in a few frames through a combination of pictures, captions, and dialogue. Due to its condensed format, a comic strip highlights only the most important elements of its targeted topic. Taking this all into consideration, the teacher will review each student's comic strips or piece for content,clarity of ideas, correct spelling, punctuation and grammar. Because of the vast content that could be represented, this project will best assessed with a rubric containing all of these ideas.	56 minutes 2-3 classes
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Unit 7 - Text Based Illustration	<p>9.1.A/B/C 9.2.A/B/C (art history)CC.2.3.6.A.1,CC.2.3.7.A.1, CC.2.1.7.D.1,6.1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts</p>	<p><i>Essential knowledge</i> illustrating written material in a universal visual format and make directorial choices to properly edit subjects and details.</p> <p><i>Content Specific Vocabulary:</i> Splash page, layout, vignette, single panel, double panel, cover page, thumbnail sketches, rough, finish, Golden Age, Sheep Skin, Technical drawings.</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Resources:</i> Microsoft Office / Projected Presentation / variety of necessary project-based art making materials. Use of various materials to locate elements of art in established finished artwork. 9X12” & 12X18” paper, crayons, markers, felt pens, erasers and charcoal, ink, examples of pen and ink novel illustrations and graphic novels for reference, powerpoint based on history short story and newspaper illustration.</p> <p><i>Suggested Activities:</i> Sketch Assignments based on placement on page, size importance, illustrating art in logical sequence, importance of details.</p> <p>Project based final illustration with shading and tonal gradients</p> <p>Project based illustration utilizing color choice and aesthetic arrangement.</p> <p>Review the core concepts of illustration from technical</p>	<p>Pre-assessment based on student completing the silent reading portion of the assignment.</p> <p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	56 minutes 2-3 classes
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			<p>drawings, to children's books and graphic novels to cover illustrations.</p> <p><i>Supplemental Texts/Artists</i> "Book of Kells", "Alice in Wonderland", "Where the Wild Things Are", "The Dark", "Journey", "Vivaldi", "The Great Paper Caper." Edmund Gore, Albrecht Durher, John Tenniel, Maurice Sendack, Kay Nielsen, Edmund Dulac, Maxfield Parrish, Norman Rockwell, NC Wyeth, Mari Johnsen, Shaun Tan, Aaron Becker, Jon Klassen, Kevin Henkes.</p>		
Unit 8 Printmaking	9.1.A/B/C 9.2.A/B/C (art history) CC.2.3.6.A.1, CC.2.3.7.A.1, CC.2.1.7.D.1,6.1.8.A,B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2	<p><i>Essential Knowledge</i></p> <p>The students will demonstrate knowledge of line, shape, pattern, texture, emphasis, and space through printmaking techniques.</p> <p>Understand the importance of planning the design to be drawn</p> <p>Compose an image that reflects understanding of using the entire space to create their composition.</p> <p>Use texture to create details and interest.</p> <p>Label prints correctly using a title, series number, name and date</p>	<p><i>Resources:</i></p> <p>Styrofoam, printmaking ink, brayers, inking trays, paper, Pencils</p> <p><i>Suggested Activities:</i></p> <p>Develop their own printmaking design according to the project expectations provided.</p> <p>Brainstorm ideas and prepare a few thumbnail sketches to deduce final design</p> <p>Demonstrate the printmaking process using a variety of ink</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	2-3 classes 56 minutes

	Informational Texts	<p>Demonstrate skill when distributing the proper amount of ink for a successful print</p> <p>Demonstrate proper use and clean up of all printmaking materials and artwork</p> <p><i>Content Specific Vocabulary</i> Printmaking, Linoleum print, edition, plate, printing press, brayer, bench hook, ink, Registration, One-Off,</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>colors and signing it appropriately</p> <p><i>Supplemental Texts/Artists</i> “Perspectives on Contemporary Printmaking”, Jacques Callot, Andy Warhole, Albrecht Durher Katsushika Houkusai</p>		
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