

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH MIDDLE SCHOOL**

**ART CURRICULUM**

**GRADE 8 ART**

**AUGUST 2019**

## **Grade 8 Art Course Overview**

8<sup>th</sup> Grade Art Class meets for one marking period, which is approximately 45 days, 40 minutes per class. This course builds upon the skills developed in the K through 6 art programs, focusing on three key areas of instruction including composition, drawing and painting. All projects incorporate art history, introducing the students to specific periods or movements in art or works of individual artists.

At the culmination of the course, students will exhibit proficiency in composition, value drawing and painting using blended value gradations. Students in 8th Grade will demonstrate competence in critique. Enrichment opportunities are available through exhibits and competitions at the county level, state level and through district art show participation.

The New Jersey Core Curriculum Content Standards and National Standards are addressed through activities and projects specifically designed to enhance student skills and understandings through the creative process. All projects introduce and incorporate the Elements of Art: line, shape, form, texture, color, value and space as well as the Principles of Design: contrast, harmony, movement, rhythm, balance, dominance, gradation, unity, and proportion. Corresponding cultural and historical perspectives are incorporated.

2019 HTPS Visual Arts Curriculum Map – Grade 8 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Drawing</b>	19 days	<p>1.3.8.D.1 Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art,</p>	<p>How can drawing from life affect levels of perception?</p> <p>How can an artist use Elements of Art to describe their world?</p> <p>Why is it essential to create original art and not use pre-conceived notions or trite symbolic drawing?</p> <p>How can the element of line be used to describe other elements, such as texture, shape, form?</p> <p>How can value enhance a line</p>	<p>Artists recognize that the Element of Art, line is used to describe other elements, such as texture, shape and form.</p> <p>Artists use value to show depth, three dimensions, emphasis, movement and emotion in a drawing.</p> <p>Artists apply the Elements of Art and Principles of Design to two-dimensional and three-dimensional works in art for expressive purposes.</p> <p>Creativity and problem solving are essential life skills that can be developed.</p>	<p>Students are learning to analyze the Elements of Art and Principles of Design in historic works of art.</p> <p>Students are learning to understand and apply the Elements of Art and Principles of Design to create a strong composition in their own works of art.</p> <p>Students are learning to use observation to create realistic drawings, in exercises such as: blind contour, continuous line drawing,</p>	<p><b>Formative:</b></p> <p>1. Short answer questions about drawing- <i>What is a contour line? What is a modified contour line? Why is observation for drawing essential?</i></p> <p>2. Blind and modified contour lines drawing exercises</p> <p>3. Midway Critique- Students hang work, observe and participate in a teacher led discussion- <i>Which drawing illustrates good composition? What is good composition? Does your drawing show good composition?</i></p>	<p>Literacy: Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>and conceptual art) within various contexts using appropriate art vocabulary and solve hands on visual problems using a variety of genre styles.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>	<p>drawing?</p> <p>How is a focal point decided?</p>	<p>Artists continually develop their work and skills through practice, critique, constructive feedback, reflection and revision.</p> <p>Artists create and experiment with a variety of tools, media, and techniques to communicate ideas and express emotions.</p> <p>Viewing and critiquing work of various artists can help us not only understand, but appreciate a variety of cultures, backgrounds and styles.</p>	<p>modified contour, etc.</p> <p>Students are learning to create a contour drawing from direct observation, using a variety of techniques and concepts, such as perspective, value and sighting for proportional accuracy and assessment of angles.</p> <p>Students are learning to represent subject matter as it appears without using symbolism or preconceived notions.</p> <p>Students are learning to create the illusion of three-</p>	<p>4. Sphere drawing illustrating the various parts of a sphere using value- <i>highlight, cast shadow, midtone, core shadow and reflected light</i></p> <p>5. Value exercises illustrating various drawing techniques- use of variety of value pencils, use of pressure, stippling, hatching, cross-hatching</p> <p><b>Summative:</b></p> <p>1. Final drawing illustrating both line and value while demonstrating an understanding of composition</p>	<p>ethically responsible world citizens in the 21st century.</p> <p>Mathematics: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>21<sup>st</sup> Century Life &amp; Careers: 9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p>	
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					<p>dimensional space in drawings.</p> <p><b>Suggested Artists to study:</b></p> <ul style="list-style-type: none"><li>-MC Esher</li><li>- Diego Fazio (Koi)</li><li>- Paul Lung</li><li>- Pierre-Yves Riveau</li></ul>			
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2019 HTPS Visual Arts Curriculum Map – Grade 8 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Painting</b>	19 days	<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.</p> <p>1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.3.8.D.1 Incorporate various art elements</p>	<p>How do artists make decisions regarding subject, style and technique in their own works?</p> <p>How can blended value in drawing be applied to painting using opaque paints?</p> <p>How does an artist apply the Elements of Art and Principles of Design to the composition of a painting?</p> <p>How can concepts from the color wheel be applied to decision making in a painting project?</p>	<p>Artists use pencil to create value in a drawing which translates to blending in an acrylic painting.</p> <p>Artists apply the Elements of Art and Principles of Design to two-dimensional and three-dimensional works in art for expressive purposes.</p> <p>Creativity and problem solving are essential life skills that can be developed.</p> <p>Artists continually develop their work and skills through practice, critique, constructive feedback,</p>	<p>Students are learning to apply learned drawing skills to create the structure of a painting composition.</p> <p>Students are learning to recognize the Elements of Art and Principles of Design in works of art in history and will be able to apply them to their own works of art.</p> <p>Students will apply color theory in an advanced way to illustrate emotion and personal style.</p> <p>Students are learning to use critique and art vocabulary in an aesthetic response to artwork .</p>	<p><b>Formative:</b></p> <p>1. Color wheel, value and analogous colors through review exercises</p> <p>2. Using colored pencils to blend in a pencil worksheet.</p> <p>3. “Grade Yourself” Activity: Give students rubric and have them assess their work halfway through the project</p> <p><b>Summative:</b></p> <p>4. Acrylic blending exercises</p> <p>5. Final Painting demonstrating the following:</p>	<p>21st Century Life and Careers: 9. 1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>Literacy: Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Mathematics 7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Example: When the student creates a grid for enlarging the artwork, what size</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual</p>	<p>How can an artist emulate the concepts of a master artist, while simultaneously creating a personal expression in their own artwork?</p> <p>How can an artist manipulate color to suggest three- dimensional space?</p> <p>How can an artist use a variety of applications to suggest varying textures?</p> <p>How can an artist suggest the effects of light on a surface through paint application?</p>	<p>reflection and revision.</p> <p>Artists create and experiment with a variety of tools, media, and techniques to communicate ideas and express emotions.</p> <p>Viewing and critiquing work of various artists can help us not only understand, but appreciate a variety of cultures, backgrounds and styles.</p>	<p>Elaborate and justify responses.</p> <p>Students are learning to compare, and contrast artists' works and techniques from various eras and movements in art history.</p> <p>Students are learning to learn color vocabulary such as: wet-on wet, gradation, hue, value, intensity, range of values, opacity, tint, shade, analogous, complementary, contrast, monochromatic, warm colors, cool colors and apply concepts to student work.</p> <p>Students are learning to use a variety of applications to suggest varying</p>	<p>-Wide range of color/value - Opacity -Craftsmanship (<i>clean edges/brush control, all white of the page eliminated</i>) - Blended value -Textural application when applicable</p>	<p>should the grid be? What percentage should the student increase the image to fit on the art paper?</p> <p>Science: 5.1.8.C.1 Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p> <p>Technology: 8.1.8.B.1 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p>	
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		<p>art) within various contexts using appropriate art vocabulary and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras and use these visual statements as inspiration for original artworks.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p>	<p>How can an artist bring aesthetic quality to their painting?</p> <p>How can one's understanding of chiaroscuro relate to color?</p>		<p>textures.</p> <p>Students are learning to exhibit good brush control.</p> <p>Students are learning to apply the tenets of chiaroscuro to color.</p> <p>Students are learning to use widely contrasting values to achieve the illusion of three dimensions in paint.</p> <p>Students are learning to use opacity of brushwork for aesthetic appeal.</p> <p><b>Suggested Artists to study:</b></p> <ul style="list-style-type: none"> <li>- Salvador Dali</li> <li>- Persistence of time.</li> <li>- Monet</li> <li>- Seurat</li> </ul> <p>Fauvists Painters</p>			
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		<p>1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meaning of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and</p>						
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		<p>technical proficiency of artists in works of visual art.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>						
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### **BIBLIOGRAPHY**

“Drawing on the Right Side of your Brain” Betty Edwards

“How to Draw what you See “ Rudy De Ryna

“Drawing Dimension” Catherine V Holmes

“Colored Pencil Step by Step” Pat Averil

“Acrylic Painting” Lee Hammond

“An Introduction to Acrylics” Ray Smith

“Acrylic Painting” Lee Hammond

“An Introduction to Acrylics” Ray Smith

### **WEBLIOGRAPHY**

<https://theartofeducation.edu/>

<http://www.griddrawingtool.com/>

<http://rapidfireart.com/2018/06/14/how-to-shade-for-complete-beginners/>

<https://thevirtualinstructor.com/shading-techniques-basics.html>

<https://www.artistsnetwork.com/art-mediums/acrylic/how-to-blend-acrylic-like-a-boss/>

**ASSOCIATED JOBS LIST BY UNIT**

<b>Unit 1 Drawing</b>	Graphic designer Illustrator Fashion Designer Industrial Designer Animator Landscape Architect Architect
<b>Unit 2 Painting</b>	Fine Artist Illustrator Animator Curator Art Restoration

**Common Assessments for Grade 7 Art**

**Drawing- Unit 1**

**Formative Assessment #1**

*What is a contour line?*

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*What is a modified contour line?*

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*Why is observation for drawing essential?*

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**Drawing- Unit 1**

**Formative Assessment #2**

1. Students will choose an object, for example hands and will be asked to create **a blind contour line** drawing illustrating detailed contours, avoidance of symbols, use of one continuous line and accuracy of proportion.
2. Students will choose an object, for example hands and will be asked to create **a modified contour line** drawing illustrating detailed contours, avoidance of symbols, use of one continuous line and accuracy of proportion.

## **Drawing- Unit 1**

### **Formative Assessment #3**

#### Midway Critique

Students will hang work, observe and participate in a teacher led discussion addressing the following questions:

- Which drawing illustrates good composition?*
- What is good composition?*
- Does your drawing show good composition?*

Depending on where students are in the creation touch points may be on value as well, asking the following questions:

- Identify a drawing which illustrates a range of value.*
- Does your drawing illustrate a range of value?*
- Identify a drawing which shows movement in value.*
- Does your drawing show movement in value?*

## **Drawing- Unit 1**

### **Formative Assessment #4**

#### Sphere Drawing

Students will illustrate the various parts of a sphere demonstrating value- *highlight, cast shadow, midtone, core shadow and reflected light*

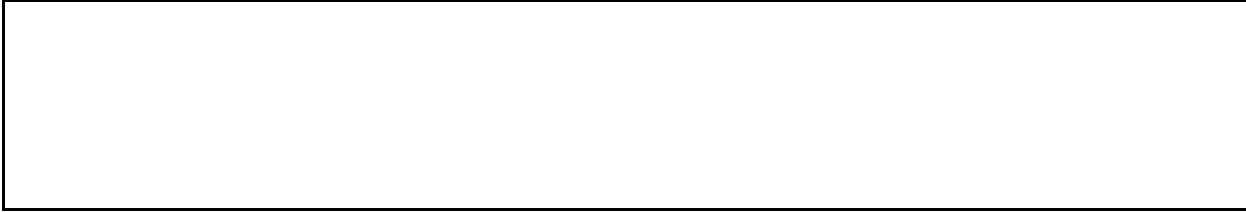
## Drawing- Unit 1

### Formative Assessment #5

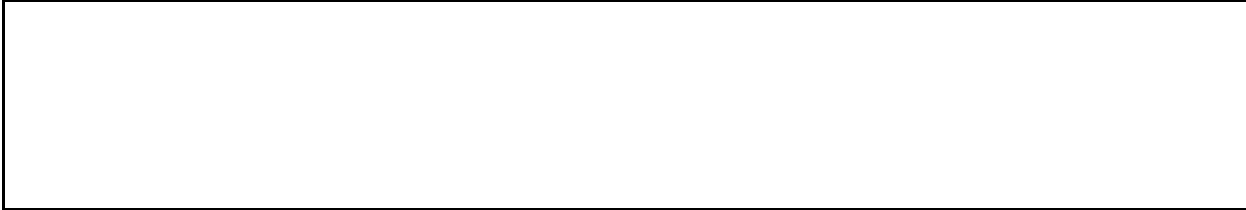
#### Value Exercises

Students will create value scales illustrating the various drawing techniques

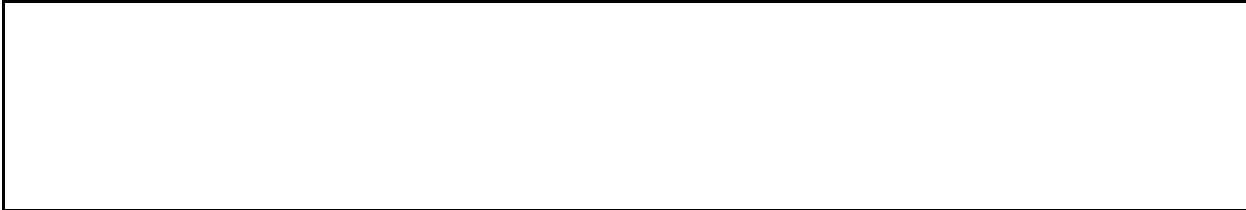
Use **one pencil with pressure** to demonstrate value



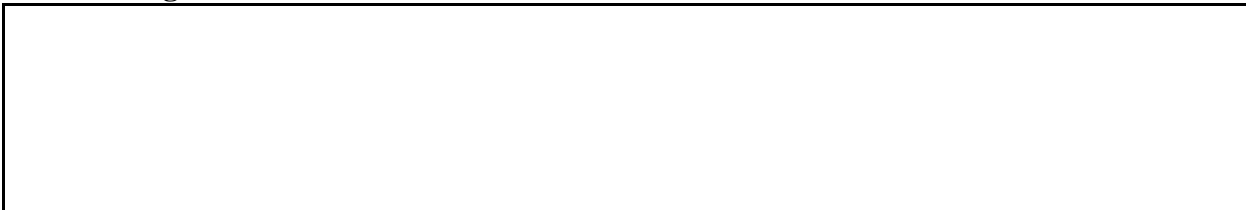
Use **variety of value pencils** to demonstrate value



Use **stippling** to demonstrate value



Use **hatching** to demonstrate value



Use **cross-hatching** to demonstrate value



## Drawing- Unit 1

### Summative Assessment #1

Final Drawing (100 points)

Students will complete a drawing illustrating both line and value while demonstrating an understanding of composition.

Unit 1: Grade 7 Visual Arts - <b>Final Drawing</b>												
	10	9	8	7	6	5	4	3	2	1	Total Points	
Drawing Composition												
Accuracy of Drawing												
Highlight												
Core Shadow												
Midtone												
Range of Value												
Cross-Hatching												
Value Makes Up The Shape (Worth 2X)												
Value Makes Up The Shape (Worth 2X)												
Craftsmanship												
TOTAL →												

## Painting- Unit 2

### Formative Assessment #1

Color Wheel, Value and Analogous Colors Exercise

Students are given a 12 x 18 piece of white paper along with primary color acrylic paints. Teacher guides students through creation of a color wheel while asking the following questions:

- What are the primary colors?
- How are secondary and tertiary colors created?
- Where are each of the colors located on the color-wheel?



## Painting- Unit 2

### Formative Assessment #2

#### Colored Pencil Blending

Students will use colored pencils to blend colors on a teacher generated worksheet.

Color #1	Blend	Color #2

## Painting- Unit 2

### Formative Assessment #3

#### “Grade Yourself” Activity

Teacher will give students rubric. Teacher will review rubric with students. Students will assess their work half way through the project using the rubric.

Students will reflect on their artwork and will determine what needs to be strengthened in their art.

## Painting- Unit 2

### Summative Assessment #1

#### Acrylic Blending

Students will use acrylic paints to blend colors on an illustration board.

## Painting- Unit 2

### Summative Assessment #2

#### Final Painting (100 points)

Students will complete a painting demonstrating the following:

- Wide range of color/value
- Opacity
- Craftsmanship (*clean edges/brush control, all white of the page eliminated*)
- Blended value
- Textural application (when applicable)

## Unit 2: Grade 7 Visual Arts - **Final Painting**

	10	9	8	7	6	5	4	3	2	1	Total Points
Blending Colors (Worth 2X)											
Blending Colors (Worth 2X)											
Blending Value											
Clean Edges (Worth 2X)											
Clean Edges (Worth 2X)											
Color Variation											
Opacity											
No Whites Remain											
Craftsmanship											
Overall											
TOTAL →											