

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Visual Arts**  
**Grade 8**

<p><b>Unit 1</b>  <u><b>Line, Shape, Color, Form, Space &amp; Texture</b></u></p> <p><b>“Pop Art: I &amp; II” Objectives:</b></p> <p>Learn about art movement, Pop Art through famous works of art.</p> <p>Understand the importance of everyday objects, their simple designs and impact on contemporary art.</p> <p>Create a larger than life soft sculpture of an everyday object.</p> <p>Create a non-objective painting.</p>	<p><b>Unit 2</b>  <u><b>Balance, Emphasis, Pattern, Rhythm &amp; Movement</b></u></p> <p><b>“Graffiti Art” Objectives:</b></p> <p>Learn about Graffiti Artist, Haring.</p> <p>Understand the development from graffiti to Neo-Expressionism.</p> <p>Create a “tag” to illustrate the art of graffiti.</p> <p>Complete the required elements and principles of design.</p>	<p><b>Unit 3</b>  <u><b>Proportion, Distortion &amp; Scale</b></u></p> <p><b>“Doodle-4-Google” Objectives:</b></p> <p>Learn about different logos.</p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p>Write an essay corresponding to the theme answering the following questions; who, what, where, when, why?</p>	<p><b>Unit 4</b>  <u><b>Proportion, Distortion, Scale, Harmony, Variety and Unity</b></u></p> <p><b>“Ceiling Tiles” Objectives:</b></p> <p>Learn to work as a group.</p> <p>Understand the significance of popular culture and how it helps to define a group or era.</p> <p>Create a painting that illustrates what is popular to the group and defines their time as 8<sup>th</sup> graders.</p>
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<p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Observe DVD about Pop Art movement.</p> <p>Learn about famous Pop Artist, Oldenburg.</p> <p>Select an everyday object to scale.</p> <p>Using newspaper and masking tape, students will create a soft sculpture inspired by Oldenburg.</p> <p>Using a view finder, paint a compelling composition of sculpture.</p>	<p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will read about famous artist, Haring.</p> <p>Draw a silhouette of a cityscape. Create a “tag”.</p> <p>Complete graffiti by coloring the designs and patterns according to elements and principle design requirements.</p>	<p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe the “Google” logo.</p> <p>Students will understand the importance of graphic design.</p> <p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p> <p>Write an essay corresponding to the theme</p>	<p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will discuss popular events and images of the year.</p> <p>Divide into groups of 3-5 students.</p> <p>Select a popular topic, image or event.</p> <p>Each group will design a ceiling tile that illustrates what is popular to them.</p>
<p><b>Essential Questions:</b></p> <p>What is Pop Art?</p> <p>Who is the famous artist, Oldenburg and what makes his work so unique?</p>	<p><b>Essential Questions:</b></p> <p>What is graffiti?</p> <p>What is a “tag?”</p> <p>How is graffiti different from traditional art?</p> <p>Why did Haring prefer public art?</p>	<p><b>Essential Questions:</b></p> <p>Why do you think a logo is important?</p>	<p><b>Essential Questions:</b></p> <p>What does popular mean?</p> <p>What significant events, images or stories help to define the year?</p>

<p><b>Materials:</b></p> <p>DVD: <i>Pop Art</i>, read about Oldenburg, samples of Oldenburg's soft sculpture, samples of Motherwell's abstract paintings, everyday object, newspaper, masking tape, scissors, pencil, view finder, black tempera paint</p>	<p><b>Materials:</b></p> <p>Scholastic Arts Magazine: <i>Haring</i>, samples of graffiti and tags, heavy white paper, pencil, rulers, permanent marker, stencils, colored markers, black tempera paint, brush</p>	<p><b>Materials:</b></p> <p>Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed "Google" sheet, pencil, permanent marker, colored pencils, writing paper</p>	<p><b>Materials:</b></p> <p>Samples of popular images, events and topics of past years, ceiling tile, images of popular events from the year, computer, printer, pencil, markers, paints, brushes, glitter</p>
<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p> <p>Project Rubric</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p> <p>Test and Project Rubric</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p> <p>Project and Writing rubric</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p> <p>Project Rubric</p>

<p><b>NJCCCS:</b></p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> 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.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p>	<p><b>NJCCCS:</b></p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> 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.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p>	<p><b>NJCCCS:</b></p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> 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.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p>	<p><b>NJCCCS:</b></p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> 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.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p>
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<p>1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> 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 <u>art media</u>, <u>art mediums</u>, 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/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and</p>	<p>1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> 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 <u>art media</u>, <u>art mediums</u>, 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/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and</p>	<p>1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> 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 <u>art media</u>, <u>art mediums</u>, 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/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and</p>	<p>1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> 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 <u>art media</u>, <u>art mediums</u>, 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/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and</p>
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<p>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 <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p>	<p>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 <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p>	<p>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 <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p>	<p>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 <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p>
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<p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras,</p>	<p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras,</p>	<p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras,</p>	<p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras,</p>
<p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p>	<p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p>	<p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p>	<p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p>
<p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p>	<p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p>	<p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p>	<p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p>
<p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p>	<p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p>	<p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p>	<p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p>
<p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art,</p>	<p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art,</p>	<p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art,</p>	<p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and 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.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.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.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 dance, music, theatre, and 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>	<p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and 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>	<p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and 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>	<p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and 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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