

Shrewsbury Borough School District
ART Curriculum Guide
Grade 8
2016

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
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Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

Course Description:

The eighth grade visual art curriculum continues to build on the collective knowledge of the elements of art and principles of design, art history, and advanced techniques in drawing, painting, and sculpture. Emphasis is placed on the individual student's ability to infuse their collective visual art knowledge and skill in creative and unconventional projects. Observational drawing skills, color theory, and individual expression is applied to four diverse projects, including, a mixed media, painting, digital and clay project. In 8th grade, student's work collaboratively and independently on advanced projects that span from the traditional and digital methods of illustration and typography in a "real world" interdisciplinary project to hand building clay sculptural work for their decorative coil pot project. Observational drawing and advanced use of medias are used in a traditional drawing project and Pop art and text and image in the ceiling tile project finalize the 8th grade visual art experience. Students are also responsible for keeping a neat and complete sketchbook and completing 10 sketchbook assignments. At the 8th grade level, each student will experience art during one marking period that meets every other day during a six-day rotation. Each art class is 46 minutes in duration.

Unit 1 Overview

Unit Title/Marking Period:

Observational drawing – Grid Self Portrait

Grade Level:

8th grade

Recommended Pacing:

5 class meetings

Unit Summary:

This unit is centered on observational drawing skills and techniques and using value with chromatic and achromatic value to create a unique self portrait using the grid method.

NJCCSS:

1.1.8.D.1, 1.2.8.A.2, 1.3.8.D.1, 1.4.8.B.2

21st Century Standards:

1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Technology Standards:

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

Unit Essential Questions:

How is a grid method effective when drawing a portrait?

Describe Chuck Close's process

How might you use math to grid an artwork?

Unit Enduring Understandings:

Students will create an optical illusion drawing using the grid method of a self portrait and a landscape. Students will be inspired by artist Chuck Close's work and process. Using mathematical proportions, students will sketch proportional drawings in accordance to their grid. Achromatic and chromatic value will be used to illustrate the difference between the landscape grid and the self portrait grid.

Unit Learning Targets

Students will know...

Unit Learning Targets

Students will do...

- Students will know how to use the grid method using mathematical proportions in a drawing
- Students will know how to use value to create form, illustrate depth and perspective and further their grid drawings as shown by Artist Chuck Close.
- Students will know how to create a unique self-portrait and landscape composition in proportion to their grid.
- Students will know how to critique their work for use of proportion and value.
- Students will view the work of artist Chuck Close and determine his use of grid method, value and color theory for final painting.
- Students will use mathematical proportions to construct a grid.

- Students will divide their grid into two separate drawings (self portrait and landscape) by choosing squares for each work.
- Students will apply achromatic value to their self portrait and chromatic value to their landscape.

Evidence of Learning

Formative Assessments:

- Oral assessment on Chuck Close's work, grid method, proportion and value
- Sketch of grid drawing
- Translation of image to grid drawing using Mathematical proportions

Equipment Needed:

Sketchbooks, pencils, erasers, rulers, colored pencils, ebony pencils, blending stumps

Summative Assessments:

- Final grid drawings

Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson: Chuck close, gallery website, grid drawing tutorial

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

Unit 2 Overview

Unit Title/Marking Period:
Painting - Pop Art Ceiling Tiles

Grade Level:

8th grade

Recommended Pacing:

5 class meetings

Unit Summary:

This unit focuses on using traditional painting techniques on an untraditional canvas. Drawing on Pop Art for inspiration, students will collaboratively create a personal, creative composition that describes pop culture from their perspective. Final artwork will be on permanent display at SBS.

NJCCSS:

1.1.8.D.1, 1.2.8.A.3, 1.3.8.D.5, 1.4.8.A.6

21st Century Standards:

1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Technology Standards:

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

Unit Essential Questions:

What was the Pop Art movement?

Which influential artists were apart of this art period?

How can we identify pop art?

What would be considered pop art in our culture today?

Unit Enduring Understandings:

Inspired by pop artists and pop art culture, students will create their own pop art paintings on a ceiling tile. Students will brainstorm products of their culture to form their final composition in a collaborative painting with their classmates.

Unit Learning Targets

Students will know...

Unit Learning Targets

Students will do...

Students will know how to identify pop art principles as determined by the art movement and artworks of the genre.

Students will know how to interpret the works of Andy Warhol and Liza Lou for use of pop art principles.

Students will know how to create a collaborative painting applying pop art principles to an original idea.

Students will know how to assess their final paintings for use of pop art techniques and themes.

- Students will be able to work collaboratively to brainstorm and create thumbnail sketches of pop art ideas.

- Students will create a successful composition by using the principles of design- balance, unity, repetition and movement.
- Students will be able to use typography principles when considering text and image layout.

Evidence of Learning

Formative Assessments:

- Oral assessment on pop art and pop culture terminology and key art history facts.
- Sketch of final ideas
- Application of text and image, and principles of design in sketch and final composition.

Equipment Needed:

PowerPoint presentation, pencils, sketchbooks, ceiling tiles, acrylic paint, paint brushes, water cups

Summative Assessments:

- Final artwork

Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson.

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

Unit 3 Overview

Unit Title/Marking Period:

Design: Traditional & Digital Illustration – New York Times Book Review

Grade Level:

8th grade

Recommended Pacing:

5 class meetings

Unit Summary:

This unit is centered on traditional and digital illustration. Combining typography, color theory, and text and image in a design composition- this interdisciplinary unit allows students to creatively summarize and decipher word and image in a “real world project”.

NJCCSS:

1.1.8.D.1, 1.2.8.A.1, 1.3.8.D.6, 1.4.8.A.5

21st Century Standards:

1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Technology Standards:

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

Unit Essential Questions:

What is illustration? And where can it be found?

What is emotive color? What is an example?

How is text responsible for providing an emotion?

Unit Enduring Understandings:

Students will visually communicate a summary of a novel for the New York Times Book Review. Students will use traditional and digital illustration techniques to illustrate their written summaries. Students will be introduced to the history, art and design of illustration as well as deciphering meaning from text. Color theory and meaning will be discussed and applied to this interdisciplinary project. Students will use the text tool, layers palette in Sketchbook Pro to complete their digital layout.

Unit Learning Targets

Students will know...

Unit Learning Targets

Students will do...

Students will know to compare illustrations through history for use of symbolism, color, and meaning.

Students will know to identify illustrations used in designed materials and publications from illustrators.

Students will know to illustrate a work of art that visually communicates text and image for the NYT Book Review.

Students will know to assess illustrative works for use of symbolic elements, color meaning, and visual communication to text.

- Students will be able to create sketches that illustrate their chosen novel.
- Students will create a successful composition by using the principles of design.
- Students will be able to use typography principles when considering text and image layout, as well as unique

color choices in their final composition

- Students will be able to write a summary, describing their opinion of the novel in accordance to their illustration.

Evidence of Learning

Formative Assessments:

- Oral assessment on illustration, emotive color, and typography.
- Sketch of final ideas
- Application of text and image, emotive color and principles of design in sketch and final composition.

Equipment Needed:

Sketchbooks, pencils, erasers, white drawing paper or tagboard, colored pencils, watercolor, camera, scanner, ipads, stylus tools, printer, luster paper

Summative Assessments:

- Final artwork

Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson: John Tenniel, Neil Swaab, Lauren Redniss etc.

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

Unit 4 Overview

Unit Title/Marking Period:

Sculpture: Clay Hand building and Repetition – Decorative Coil Pot

Grade Level:

8th grade

Recommended Pacing:

This unit is centered on clay hand building techniques and principle of design- repetition in a unique coil pot sculpture.

Unit Summary:

Inspired by early Mesopotamian vessels, students will create a pop art decorative coil pot using traditional hand building techniques, the principles repetition, and element pattern.

NJCCSS:

1.1.8.D.2, 1.2.8.A.2, 1.3.8.D.5, 1.5.8.A.7

21st Century Standards:

1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Technology Standards:

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1, 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

Unit Essential Questions:

What is a coil pot?

What is variety and pattern? how might you use these principles in a clay pot?

Unit Enduring Understandings:

Students will learn how to use coil- building techniques to create a pop art decorative coil pot that incorporates repetition and pattern. Coiling is a method of creating a form-usually a vessel, by building walls with even, rope-like coils made from wedged clay. Early pots were made in Mesopotamia and have been recognized as one of the oldest pot making techniques, still used today by potters all over the world.

Unit Learning Targets

Students will know...

Unit Learning Targets

Students will do...

Students will know how to identify variety and pattern within Early Mesopotamian pottery and current pottery work.

Students will know how to create a coil pot using coil building techniques, as well as variety and pattern.

Students will know how to evaluate their technique of coil building and use of pattern in a mini critique.

- Students will be able to hand build coils and use proper scoring and building methods when creating their final clay project.
- Students will create variety and repetition in their unique exterior decorations.

Students will be able to explain their hand building process by using correct art terminology.

Evidence of Learning

Formative Assessments:

- Oral assessment on early Mesopotamian pottery, hand building techniques, principles of design.
- Sketch of final ideas
- Application of principles of design in final coil pot and coil building technique.

Equipment Needed:

sketchbooks, pencils, white clay, pin tool, water cup, rolling pin, glaze, brushes

Summative Assessments:

- Final clay sculpture

Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson.

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes: