

TITLE: **ART Curriculum**
Grade 8

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COURSE DESCRIPTION

The primary goal of this studio art course is to elaborate on the experiences in the 7th grade art course. Further development of an awareness and appreciation of the visual art experience and of the limitless possibilities for making things of beauty and delight will happen during this 30 day course.

Various media and techniques will be used to create still life, landscape, figurative subjects, and 3D designs. Surveys of the medium as well as contemporary approaches will be used in this course. The course serves as a warm-up course for Art classes at Lower Cape May Regional High School.

Course Mission

The mission of this art course is to foster independent thinking in a creative and challenging environment. Students will be using career oriented skills to enhance their production of creative works of art. By providing a diversified curriculum and environment students both novice and experienced will be more prepared for higher education and professions in the arts.

Week	Learning Activity	Content/Skills/Attitudes	Materials	Vocabulary	Art History/ Appreciation
1 (5 days)	Drawing/Design/ Color	<p>Review basic concepts of color from Art - 7</p> <p>Introduction of monochromatic, analogous, and complementary color families.</p> <p>Introduction of synectic process of composition and design.</p> <p>Skills in good control and craftsmanship in using materials.</p> <p>Technique, Originality</p> <p>Pride in work.</p>	<p>Bond paper (typing)</p> <p>pencil</p> <p>tempera</p> <p>watercolor</p> <p>eraser</p> <p>oaktag</p> <p>watercolor paper</p> <p>ruler</p> <p>paintbrush</p>	<p>image</p> <p>figurative</p> <p>geometric</p> <p>repetition</p> <p>pattern</p> <p>overlap</p> <p>fuse</p> <p>composition</p> <p>variety</p> <p>positive-negative</p> <p>synectic design</p> <p>shape</p> <p>media</p> <p>unified</p> <p>balance</p> <p>symmetrical</p> <p>asymmetrical</p> <p>craftsmanship</p> <p>contour</p> <p>hue</p> <p>color wheel</p>	<p>Pablo Picasso</p> <p>Henri Matisse</p> <p>Andy Warhol</p>

Week	Learning Activity	Content/Skills/Attitudes	Materials	Vocabulary	Art History/ Appreciation
2 (5 days)	ceramics	<p>Reinforcement of history and process of ceramics/pottery</p> <p>Reinforcement of construction techniques - pinch pot, coil, slab (rudimentary)</p> <p>Knowledge of proper use and care of potter's wheel and tools.</p> <p>Pride and craftsmanship in work.</p>	<p>water</p> <p>pre-mixed clay</p> <p>potter's wheel</p> <p>sponge</p> <p>newspaper</p> <p>filmstrips</p> <p>samples</p> <p>glaze</p> <p>kiln</p> <p>old clothes</p> <p>wedging board</p> <p>gloves</p> <p>tongs</p>	<p>ceramics</p> <p>pottery</p> <p>pinch pot</p> <p>coil</p> <p>firing</p> <p>kiln</p> <p>glaze</p> <p>wheel throwing</p> <p>ancient pottery</p> <p>construction</p> <p>decorative</p> <p>utilitarian</p> <p>sculpture</p> <p>wedging</p> <p>Egyptian</p> <p>mild</p> <p>form</p> <p>relief</p> <p>natural</p> <p>knead</p>	<p>ceramic slides of history and process</p> <p>samples of past student's work</p> <p><u>Ceramics Monthly</u> magazines.</p>

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3 (5 days)	Turning ads into art	<p>Repetition of color knowledge, composition and shape.</p> <p>Introduction to advertisement design.</p> <p>Knowledge of color vs. value vs. media</p> <p>Technique, originality</p> <p>Pride in work.</p>	<p>white paper</p> <p>pencil</p> <p>1" X 1" paper</p> <p>window</p> <p>colored pencils</p> <p>markers</p> <p>crayon</p> <p>assortment of grocery materials</p> <p>masking tape</p> <p>tracing paper</p>	<p>color</p> <p>shape</p> <p>overlap</p> <p>repetition</p> <p>distortion</p> <p>scale</p> <p>contrast</p> <p>asymmetrical</p> <p>symmetrical</p> <p>negative space</p> <p>focal point</p> <p>abstract</p> <p>Andy Worhol</p> <p>composition</p> <p>"Pop-art"</p> <p>isolate</p> <p>simplify</p> <p>original</p> <p>high-key color</p>	<p>Pop-art slides and posters</p> <p>Andy Worhol prints</p> <p>magazines</p> <p>James Rosenquist</p> <p>Claes Oldenburg</p> <p>Roy Lichtenstein</p>

Week	Learning Activity	Content/Skills/Attitudes	Materials	Vocabulary	Art History/ Appreciation
4 5 6 (2 days)	Contour line in watercolor paint Felt pen wash	Introduction to marker as paint using contour line Introduction to production in a new setting (outside school)	watercolors liner brush flat brush watercolor paper water paint tray outdoor landscapes (field trip if possible)	contour line shape wash landscape brush stroke dry brush loaded brush value texture resist life-off limited palette high-key color low-key color neutral critique	Posters of landscapes by Maurice Utrillo T. M. W. Turner Paul Gauguin Vincent Van Gogh Edward Hopper Grant Wood Local artists Hudson River School
(2 days)	Resist and Lift-off	Turning line into shape in a landscape composition.			
(2 days)	Value and wash	Introduction to texture using line.			
(2 days)	Drawing to Painting	Introduction to new watercolor techniques			
(2 days)	Mixing and Limiting palette	Pride in work			
(2 days)	High key color	Technique, originality			
(2 days)	Composition and transfer				
(1 day)	Critique				

Week	Learning Activity	Content/Skills/Attitudes	Materials	Vocabulary	Art History/ Appreciation
7 (2 days)	Preparation for Exhibitions	<p>Skills in organization</p> <p>Skills in measuring</p> <p>Craftsmanship</p> <p>Thinking skills</p> <p>Responsibilities</p> <p>Pride in work</p> <p>Technique, originality</p>	<p>matte board</p> <p>pencil</p> <p>eraser</p> <p>tape</p> <p>glue</p> <p>scissors</p> <p>ruler</p> <p>straight edge</p>	<p>Design principles:</p> <p>balance</p> <p>unity</p> <p>harmony</p> <p>rhythm</p> <p>focal point</p>	<p>Raphael's School of Athens</p> <p>Field trip to local galleries (i.e. - <u>Cape May County Art League</u>, <u>Northlight</u>, <u>Sandpiper</u>)</p>

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7 (3 days)	Self-portraits	<p>Reinforce color and shape</p> <p>Introduction to proportion of head and face</p> <p>Review of contour line into shape</p> <p>Review of limited palette previously learned</p> <p>Basic measuring skills reviewed.</p> <p>Pride in work</p> <p>Technique, originality</p>	<p>34mm camera</p> <p>film -color slide</p> <p>slide projector</p> <p>colored pencil</p> <p>18" X 24" paper</p> <p>masking tape</p>	<p>self-portrait</p> <p>transfer</p> <p>value</p> <p>proportion</p> <p>render</p> <p>emotion</p> <p>realism</p> <p>contour</p> <p>2 dimensional</p> <p>contrast</p> <p>vertical</p> <p>horizontal</p> <p>width</p> <p>length</p> <p>limited palette</p> <p>harmony</p>	<p>self portraits of Vincent VanGogh</p> <p>Pablo Picasso</p> <p>Henri Matisse</p> <p>Andy Worhol</p> <p>George Bellows</p> <p>previous portraits</p>

Week	Learning Activity	Content/Skills/Attitudes	Materials	Vocabulary	Art History/ Appreciation
<p>** Done during various points in the year. Require deviation from daily projects.</p>	<p>Orientation Written tests and exams Display exhibits Guest speakers Evaluation day School play Various requests from faculty "Sights and Sounds" Special subject Projects for other classes News articles Program covers Bulletin boards Teitelwave Illustrations</p>	<p>General art room organization Reinforcement of all experiences Organization, pride, cooperation, social and cultural development, community involvement Art criticism skills Cooperation skills Interrelationship Art Majors: Special projects worked out between student and teacher(s) Subject relationships Art Majors: Special projects worked out between student and teacher(s) teacher(s)</p>	<p>seating charts vocabulary committee plans filmstrips slides photos visitors (artists) play program set flats paints brushes layout newspaper rollers/trays hammers nails evaluation form Art criticism form pencils photos artworks paper samples</p>	<p>music, drama, literature, dance, architecture, layout, photography, logo, exhibition, professionalism, storage, display contrast, illustrations, theory process, equipment, frame, supplies, typography, paste-up, resume, camera careers, perspective, criticism, (This list is endless).</p>	

COURSE/PROGRAM INSTRUCTIONAL OBJECTIVES

TLWD = The learner will demonstrate:

1. Given a list of art vocabulary words, TLWD that he/she has remembered their meaning by writing the appropriate definition.
2. Given primary colors, TLWD the ability to recall the basic color relationships by composing a sample abstract painting using each group.
3. Given a list of vocabulary words from each project, TLWD that he/she has remembered their meaning by writing the appropriate definition during a quiz, and most importantly, demonstrate the ability to create the actual project.
4. TLWD proper use and care of tools, equipment and supplies following an explanation prior to their use for each lesson.
5. Given conventional materials and equipment, TLWD the ability to make use of his/her knowledge of printmaking by creating a Monoprint, Multi-color print, Photo Etching and Relief print.
6. Given non-conventional materials and equipment, such as vegetables and styrofoam, TLWD the ability to make use of his/her knowledge of printmaking by creating a Monoprint, Multi-color print, Photo Etching and Relief print.
7. Following a lecture and filmstrip TLWD the ability to mix and wedge clay for construction of their own pottery.
8. Following a lecture and demonstration, TLWD the ability to construct pieces of pottery using the "pinch", "coil" and "slab" methods.
9. After viewing a guest demonstration of the potter's wheel technique, TLWD the ability to throw a piece of pottery using the method learned.
10. Following an explanation-demonstration of the proper kiln use, TLWD the ability to prepare, load, set and unload a kiln for his/her own pottery.
11. Given samples of pottery from local artists, TLWD the ability to uncover as many principles of art contained in the selections by delivering an oral presentation to the class.
12. After demonstration to Matte construction, TLWD the ability to organize his/her works of art by preparing each one for the Sights and Sounds Exhibition.
13. TLWD the ability to show self-discipline and pride in work accomplished by organizing tools and projects in his/her individual locker.
14. After conducting a teacher/student evaluation, TLWD the ability to discuss art thoughtfully and intellectually.
15. After viewing samples of posters from previous contest TLWD the ability to develop a poster design within specific contest rules, to be accomplished throughout the school year.
16. TLWD the ability to understand the interrelationship of drama, music, English, shop and home economics by creating a set design for the school play, a program cover for the school concert and illustrations for Teitelwaves.
17. Given specific assignments as requested by individual faculty members, TLWD the ability to cooperate by creating original art projects based on specific themes.
18. Given a specific theme or idea from teachers and administrators, TLWD the ability to design and construct a bulletin board within a group structure.
19. Given specific rules, TLWD the ability to design and assemble student's art works for the Sights and Sounds Exhibition.
20. TLWD the ability to make critical judgments as needed in the market place as well as the museum place by explaining the standards used in creating a given objective.
21. Based on specific skills he/she has mastered in Art-7 and Art-8 along with the knowledge obtained about various jobs in the Art field, TLWD the ability to choose an Art career to further master in high school. Applies to the gifted art student - only.

EVALUATION PROCEDURES

1. Performed daily while oversee artwork in progress. Being along side of students as they work.
2. Use of particular student's projects during their progress to demonstrate a positive example.
3. Daily homework - sketchbook assignments.
4. Daily participation in class.
5. One-on-one review of student's work.
6. Student self-evaluation.
7. Project grades (evaluation form)
8. Quizzes on vocabulary and processes.
9. Photographs and videos taken daily, then displayed in classroom.
10. Daily classroom/hallway showcase exhibits of student's projects in progress.
11. School displays in media center, entrance foyer, offices and hallways.
12. Special exhibits at local businesses, banks, stores, art league, etc.
13. Articles and photos displayed in local newspapers weekly.
14. Annual "Sights and Sounds Exhibition."
15. Field trip to Philadelphia Museum of Art taken once a year.

COURSE/PROGRAM PERFORMANCE CRITERIA STATEMENT

Students should be able to demonstrate knowledge of the objectives of this course/program by obtaining a composite score of 70% as a result of the multiple-measures listed above.