

Thurston Middle School



Grade 8 Art Curriculum

Program Overview:

The Thurston Middle School art program is designed to teach students to become critical thinkers and visual problem solvers. In Grade 8, students will be made aware of the creative process, which includes brainstorming, problem solving, and analyzing and evaluating art. Design problems are solved using visual art structures and functions, while leaving room for a student's own personal ideas and artistic style.

Students begin to see how the creative process relates to all disciplines, and come to know art as a tool of communication and self-expression. Studio assignments have a connection to art history and are reinforced with thoughtful art criticism and appreciation, strengthening analytical thinking skills. Through whole class critiques and written reflections, students learn how to analyze their own art and the work of others. They begin to understand the value of reflection and critical judgment in creative work.

Through a series of hands-on experiences using a wide variety of materials and techniques, students use the elements and principles of design to translate thoughts and feelings into 2 and 3 dimensional works of art. Students will draw from direct observation, memory and their imagination. They will be introduced to the art of various artists and cultures to expand their appreciation of the role of the arts in different societies.

Trimester courses involve studio exercises in drawing, painting, printmaking, design and sculpture. There is an emphasis on fundamental skills, particularly drawing from observation. There is a focus on line, gesture, value and the study of linear perspective. Color theory is explored in painting and mixed media. Students learn about the history and methods of printing, and learn to apply the building blocks of good design in mixed media assignments. Three-dimensional forms are investigated through additive and subtractive sculpture projects.

Students are expected to chronicle and display their portfolio projects on classroom web pages. This involves becoming competent in the use of available technology such as digital cameras, scanners and a variety of Web 2.0 tools.

The value and importance of quality craftsmanship is a high priority. At all grade levels, the proper use of tools and materials is emphasized, as well as a respect for other's studio space and artwork.

ENDURING UNDERSTANDINGS

- The arts help students develop attitudes, characteristics, and intellectual skills necessary to work in a changing society.
- In works of art there are many problems that have various solutions, each different from the other but equally credible.
- Art conveys knowledge and meaning not learned through the study of other subjects. Art education represents a form of thinking and a way of knowing based on human judgment.
- Art is the common thread that ties together all other disciplines.
- Overall good design and strong composition transcend all media.

INSTRUCTIONAL STRATEGIES

- In class demonstrations and digital presentations
- On-line museum and gallery research
- Whole class critiques and discussions
- Peer assistance
- Cross-curricular connections to other disciplines
- Written reflections, formative and summative assessments

ASSESSMENT

- Ongoing formative and summative assessments based on project goals.
- Evidence of student growth through art portfolios.
- Evidence of exhibiting work using a digital web based portfolio.
- Emphasis is placed on individual growth and effort, as well as a respect for materials and the work of others.

RESOURCES

- Images and text that introduce students to a variety of cultures, artists and styles
- Web 2.0 based tools, on-line museums and galleries
- Digital presentations
- Reproduction posters

ESSENTIAL QUESTIONS

- *How do design elements and principles help us create art?*
- *How do artists observe and measure proportions visually?*
- *How do artists use proportion to create realistic or exaggerated portraits?*
- *How do artists use value, gradation and contrast to make features look realistic, 3D, or exaggerated?*
- *How does balance effect composition in a piece of art?*
- *How do design elements & principles help to create compositions that communicate/express emotion?*
- *What is an abstract idea?*
- *How do you combine sculptural techniques to create expressive sculpture?*
- *As an artist, what subject matters are you interested in?*
- *How has color evolved in artwork throughout history? What does it tell us about that period and style?*
- *How do balance, gravity and stability affect the choices an artist must make in creating a piece of sculpture?*

CONCEPTS AND SKILLS LEADING TO DISCOVERY

In Grade 8, students review and intensify their study of the elements and principles of design in a variety of media. Experiences in drawing, painting, printmaking and sculpture emphasize traditional and experimental approaches. Emphasis is placed on refining and expanding skills in order to organize and depict ideas and feelings in expressive ways. Students will refine their ability to use drawing, painting and sculpting techniques to organize and depict ideas, feelings and moods.

Unit 1 Skills - Drawing

- Draw from direct observation, memory and imagination.
- Develop sketches to work out concepts and ideas.
- Use a variety of line and mark making techniques in two- and three-dimensional works.
- Explore the expressive effect of mark making with a variety of media.
- See and draw edges using line.
- Draw spaces and shapes in proportion and perspective.
- Review shape, and how to use positive/negative space
- Use value to create the illusion of 3-D form and depth.
- Identify highlights and shadows in a drawing and use value to create shadows, reflections and highlights.
- Differentiate between surface texture and the illusion of texture (visual texture).
- Review how the elements and principles of design can be utilized to create effective, unified compositions.
- Engage in the exploration and development of techniques with mark making tools
- Understand the relational concepts in placing shapes within a defined space.
- Create strong compositions that communicate personal and societal ideas and statements

- Render value using cross hatching, smudging, blending and an eraser to remove value
- Draw a section of the still life using a viewfinder, site measuring and grid transfer.
- Create value studies with charcoal, demonstrating an understating of the term “chiaroscuro”.

Unit 2 Skills - Painting

- Accurately perceive, combine and use color in consideration of light, object and viewer.
- Demonstrate an ability to use painting techniques (brush drawing, dry and wet brush) or mixed media.
- Create neutral tones by mixing complementary colors.
- Create intermediate colors by mixing a primary and an adjacent color.
- Demonstrate the ability to modulate color to create atmospheric perspective.
- Demonstrate an understanding of the term “Chiaroscuro”
- Show perspective by overlapping objects in a composition and using light to dark values.
- Demonstrate an understanding of color mixing and the color wheel, including primary, secondary, tertiary, analogous and complementary colors.
- Practice painting drapery.
- Practice blending.
- Understand a variety of painting styles and brushstrokes

Unit 3 Skills - Printing

- Design, carve, and employ stamps for creating value in a work of art.
- Transfer a monoprint from a painted surface.
- Develop a monoprint that uses shapes, colors, lines and textures.
- Develop a print that demonstrates the principles of balance, dominance, and unity.
- Create an edition of three or more prints using a relief or intaglio process.

Unit 4 Skills - Design

- Balance positive and negative space in a composition.
- Describe imaginative or alternative ways of perceiving the environment in order to break stereotyped images.
- Collage: Collaborate, research, & brainstorm to produce graphic symbols, signs, posters, or wall designs to communicate an idea or message.
- Create contour line drawings of manmade objects and objects from nature.
- Compare & contrast two portraits from different time periods and describe the qualities that made those artworks similar or different.
- Use semiotics for visual communication. Identify and use symbols to communicate a message.
- Reflection: What makes a good composition?
- Make a personal statement through your art piece.
- Demonstrate personal expression and self-reflection in a piece of art.

- Use color to enhance the emotional impact of your design.
- Use descriptors, similes, and metaphors to describe visual and tactile characteristics observed in works of art.

Unit 5 Skills - Sculpture

- Understand how balance, gravity and stability affect the choices an artist must make in creating a piece of sculpture?