

HINSDALE VISUAL ART CURRICULUM

GRADE 8

COURSE VEX ART

STANDARD: 1 Apply appropriate media, techniques, and processes.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to: Select media and analyze how it effectively communicates and expresses ideas;</p>	<p>Blind contour drawing of shoes gradations on background Modeling on hands Students chose color theme split complimentary, complimentary, analogous etc.</p>	<p>Newsprint paper for thumbnails 80 Lb. Drawing Paper. Permanent markers Colored pencils</p>	<p>Guided self assessment via Rubric Emphasis on use of space line quality Evidence of planning via thumbnails</p>
<p>Students will be able to: Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas;</p>	<p>Draw a significant day Students will Illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design</p>	<p>Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper</p>	<p>Guided self assessment via Rubric Emphasis on composition/narrative One page artist's statement</p>
<p>Students will be able to: Express and communicate ideas symbolically and realistically;</p>	<p>Draw a significant day Students will Illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design</p>	<p>Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper</p>	<p>Guided self assessment via Rubric Emphasis on composition/narrative Artist Statement English</p>

Student will be able to: Use increasingly complex art materials and tools in a safe and responsible manner.	Nonobjective stencil painting in the style of Davis, Klee, Mondrian	Large stiff paper glue Magazines exact-o knives Introduce students to Davis Klee Mondrian	Guided self assessment via Rubric Emphasis on use of space arrangement and composition
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STANDARD: 2 Identify and apply the elements of visual arts and principles of design.

Knowledge & Skill	Assessment	Suggested Activities	Suggested Resources & Materials
Students will be able to: Recognize and reflect on the effects of arranging visual characteristics in works of art;	Guided self assessment via Rubric Emphasis on use of space arrangement and composition	Nonobjective stencil painting in the style of Davis, Kale, Mondrian	Large stiff paper glue Magazines exact-o knives Introduce students to Davis Kale Mondrian
Students will be able to: Select and use the elements of art and principles of design to improve communication and expression of ideas;	Guided self assessment via Rubric Emphasis on composition/narrative Artist Statement English	Draw a significant day Students will Illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design	Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper
Students will be able to: Describe and analyze visual characteristics of works of art using visual arts terminology.	Guided self assessment via Rubric Emphasis on composition/narrative Artist Statement English	Illustrate a narrative work Develop and explore an idea with thumbnails and then transpose image to larger format. Introduction to line and color for the elements and	Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper

		principles of design	
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STANDARD: 3: Select and apply a range of subject matter, symbols and ideas.

Knowledge & Skill	Assessment	Suggested Activities	Suggested Resources & Materials
Students will be able to: Use subjects, themes, and symbols that communicate and express intended meaning in their artwork;	Guided self assessment via Rubric Emphasis on composition/narrative Artist Statement English Writing Rubric	Draw a significant day Students will illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design	Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper
Students will be able to: Consider and compare the sources for subject matter, symbols, and ideas in their own and others' work.	Teacher assessment via discussion rubric Presentations	Interim critique and final critique of their work and peers. Critical evaluation of Artist's work	Billboard pushpins neutral background

STANDARD: 4. Analyze the visual arts in relation to history and culture.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to: Compare the characteristics of works of art representing various cultures, historical periods, and artists;	Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with	Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet	Rubric emphasis on construction and original design

	clear glaze		
Students will be able to: Describe and place a variety of art objects by style and artist, and by historical and cultural contexts;	Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze	Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet	Rubric emphasis on construction and original design
Students will be able to: Describe how a given work of art can be interpreted differently in various cultures and time;	Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze	Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet	Rubric emphasis on construction and original design
Students will be able to: Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art;	Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze	Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet	Rubric emphasis on construction and original design
Students will be able to: Identify artists who have used New Hampshire and New England as their subject and know where such works may be viewed	Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze	Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet	Rubric emphasis on construction and original design
Students will be able to: Create a work of art that reflects historical and/or	Design and clay masks using several methods of construction including:	Clay and various clay tools Newsprint for design Cross cultural and historical	Rubric emphasis on construction and original design

cultural context;	pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze	references Clay and textile art via Internet	
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STANDARD: 5. Analyze, interpret and evaluate their own and others' artwork.

Knowledge & Skill	Assessment	Suggested Activities	Suggested Resources & Materials
Students will be able to: Compare multiple purposes for creating works of art;	Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel	Presentations for Superhero vs. villain storyboard Students will design original characters and biographies	How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper
Students will be able to: Analyze the meanings of contemporary and historic artworks;	Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel	Presentations for Superhero vs. villain storyboard Students will design original characters and biographies	How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper
Students will be able to: Evaluate the quality and effectiveness of their own and others' work by using specific criteria;	Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel	Presentations for Superhero vs. villain storyboard Students will design original characters and biographies	How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper
Students will be able to: Describe their own responses to, and interpretation of, specific works of art;	Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel	Presentations for Superhero vs. villain storyboard Students will design original characters and biographies	How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper

Students will be able to: Describe their own artistic growth over time in relation to specific criteria.	Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel	Presentations for Superhero vs. villain storyboard Students will design original characters and biographies	How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper
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STANDARD: 6 : Students will make connections among the visual arts, other disciplines, and daily life.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to: Compare characteristics of works of art and other art forms that share similar subject matter, themes and purposes;	Illustrate a song or poem of students choice	Colored pencil and or paint Bristol board Internet for references	Self assessment via a rubric emphasis on the
Students will be able to: Create art work that reflects the connections among visual arts and other disciplines	Illustrate a song or poem of students choice	Colored pencil and or paint Bristol board Internet for references	Self assessment via a rubric emphasis on the
Students will be able to: Apply the principles of design in solving a visual arts problem.	Illustrate a song or poem of students choice	Colored pencil and or paint Bristol board Internet for references	Self assessment via a rubric emphasis on the

STANDARD: 7 Understand the range of careers in the field of visual arts and identify careers associated with this field.

Knowledge	Assessment	Suggested Activities	Suggested Resources & Materials
Students will be able to: Identify visual artists who are	Teacher assessment via rubric emphasis on use of	Choose an artist from the Gallerywalk in Brattleboro	Introduce artist from the www.gallerywalk.org

recognized locally, nationally, and internationally;	composition and control of medium	Create a homage image	Various art supplies
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