

Greensburg Community School Corporation
Curriculum

8th Grade Art

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Greensburg Community Schools
Junior High Art

Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

Greensburg Community Schools

Junior High Art

Narrative Description

Students in the middle level program build on the sequential learning experiences of the elementary program that encompasses art history, criticism, aesthetics and production in the area of:

- art history - students continue to compare themes, symbols, styles and ideas in works of art and artifacts from past and present civilizations. Students analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to the work;
- art criticism – students continue to examine works of art for meaning and significance as well as make informed judgments. They reflect upon and assess the characteristics and merits of their judgments and the judgments of others;
- aesthetics – through methods of inquiry, students arrive at decisions concerning the nature of historic and contemporary art; and
- production – students effectively select and manipulate two- and three-dimensional media to communicate their ideas.

Students continue to develop artistic skills and techniques through self-reflection, including dialogue, reading and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources.

Students also continue to:

- utilize their art knowledge and skills to make connections across the curriculum,
- study career options and identify ways to utilize and support the arts community.

Course Concepts and Generalizations

1. Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological and economic issues.
2. Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.
3. Students describe, analyze and interpret works of art and artifacts.
4. Students identify and apply criteria to make informed judgments about art.
5. Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.
6. Students theorize about art and make informed judgments.
7. Students observe, select and utilize a range of subject matter, symbols and ideas in their work.
8. Students understand and apply elements and principles of design effectively in their work.
9. Students develop and apply skills using a variety of two- and three-dimensional media, tools and processes to create works that communicate personal meaning.
10. Students reflect on, revise, and refine work using problem solving and critical thinking skills.
11. Students recognize a variety of art-related professions and careers in our society.
12. Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.
13. Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences and technology.
14. Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

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Junior High Art**

Units of Study

UNITS/AREA OF STUDY	LENGTH OF TIME
1. Art History	Ongoing
2. Art Criticism	Ongoing
3. Art Aesthetics	Ongoing
4. Art Production	Ongoing
5. Art: Careers and Community	Ongoing
6. Art: Integrated Studies	Ongoing

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Unit Plan

Art History: Standards 1,2

Individual Learner Objectives

- 8.1.1 Analyze who, what, when, where, and why a work was made; and the relationship of a work of art to the historical, environmental, technological, and political contexts of the culture in which it was created.
- 8.1.2 Analyze how the function of art in our society has changed over time.
- 8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.
- 8.2.1 Identify and be familiar with a range of works from Western and non-Western cultures identifying culture, style, and aspects from the historical context of the work.
- 8.2.2 Identify common stylistic features from art of one culture or time period.
- 8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

Subject Outline

- Art Periods and Styles
 - Specific period or style to be studied
 - Related historical events
 - Related historical figures
 - Related musical periods and/or styles
- Artists
 - Specific artist(s) being studied
 - Simple art pieces
 - Cultural impact on artist(s)
 - Relative facts
- Art Criticism
 - Personal preference
 - Philosophical Theories
 - Cultural Differences
 - Censorship Issues

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Unit Plan

Art Criticism: Standards 3,4

Individual Learner Objectives

- 8.3.1 Analyze artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 8.3.2 Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work.
- 8.3.3 Expand on and use appropriate art vocabulary.
- 8.4.1 Identify and define the role of the art critic.
- 8.4.2 Apply criteria in making informed judgments about works of art and defend these judgments.

Subject Outline

In art criticism, judgment is carefully thought out decision making in which one makes a personal decision about an artwork's success or lack of success (not like or dislike), preparing reasons to support this judgment. In art history, after describing, analyzing and interpreting a work; students will make thoughtful conclusions about the work's historical significance. Conclusions might concern such things as a work's influence on other artists' works or the intended impact on the lives of its viewers.

There are several stages to critical analysis:

1. Initial reaction to a work.
2. Description: identifying subject matter and / or elements of art in a work.
3. Analysis: identifying order (organization) in a work, how principles of art have been used to arrange the elements of art in a work.
4. Interpretation: the artist's expression / communication of feelings, moods, and ideas in a work.
5. Evaluation (judgment): assessing the meaning and artistic merit in a work.

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Unit Plan

Aesthetics: Standards 5,6

Individual Learner Objectives

- 8.5.1 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.
- 8.5.2 Analyze and defend positions on the nature of art and aesthetic issues such as forgery, censorship, beauty, and definitions of art.
- 8.6.1 Understand that artists have different philosophies when creating art; and identify and discriminate between works made from different philosophies (imitationalism, formalism, emotionalism, instrumentalism, and institutionalism).
- 8.6.2 Present logical defense of personal viewpoints or preferences in art.
- 8.6.3 Identify the role of the aesthetician.

Subject Outline

Aesthetics is the study of the principles that guide the formation and evaluation of art. It is sometimes referred to as the philosophy of art; and sometimes as aesthetic theory. The main objective of this approach is to develop critical thinking skills and philosophical inquiry through class dialogue. The goal is to develop a class climate in which each student feels comfortable expressing an opinion or observation with an end goal of largely "student-student" rather than "teacher-student" discussion.

Students are encouraged to examine and explain why they think as they do about certain issues being discussed. The following aesthetics theories are used:

- Imitationalism: According to this theory, the most important thing about a work of art is the realistic representation of subject matter.
- Emotionalism: According to this theory, the most important thing about a work of art is the vivid communication of moods, feelings, and ideas.
- Formalism: According to this point of view, the most important thing about a work of art is the effective organization of the elements of art through the use of the principles of design.

Students are encouraged to listen carefully to comments of each group member and be willing to reconsider opinions. However, there is no attempt to come to a single "correct" judgment for the class. Such a grasp for consensus does little to encourage reflective thinking or dialogue. Students are also encouraged to understand the important influence of context upon one's judgments and opinions. Other approaches to teaching aesthetics that build upon dialogue include writing responses to philosophical questions, keeping art journals, and completing teacher-made worksheets.

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Unit Plan

Art Production: Standards 7,8,9,10

Individual Learner Objectives

8.7.1 Create works of art based on sensitive observation from real life and personal experience.

8.7.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their artwork.

8.7.3 Utilize themes and symbols that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in their work.

8.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in their work to effectively communicate their ideas.

8.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle-ground, foreground, placement, one, two, and three point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

8.9.1 Selectively utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.

8.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, styrofoam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), silkscreen, etching, relief (linocuts)

CERAMICS:

Media: modeling clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

NEW MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

8.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

8.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in the completion of work.

8.10.2 Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation utilizing established criteria.

8.10.3 Demonstrate respect for their work and the work of others.

Subject Outline

LINE

1. Define/discuss types (outlines, contour lines, implied lines)
2. Incorporate principles (balance, proportion, unity, repetition/pattern, movement/rhythm, emphasis, contrast)
3. Line project (demonstrate technique and use of media... contour line drawings, parallel line drawings, calligraphy)

TEXTURE

- Define/discuss tactile qualities (actual, simulated, invented)
- Incorporate principles (balance, proportion, unity, repetition/pattern, movement/rhythm, emphasis, contrast)
- Shape project (demonstrate technique and use of media... texture rubbings, actual/simulated/invented, texture studies, use of texture in sculptures, ceramics, fibers, etc.)

SHAPE

- Define/discuss types (geometric, organic, abstract, representational)
- Incorporate principles (balance, proportion, unity, repetition/pattern, movement/rhythm, emphasis, contrast)

- Shape project (demonstrate technique and use of media...2-D projects such as collages, montages, mosaics, kaleidoscopes)

FORM

- Define/discuss types (geometric, organic, convex, concave, real forms, illusion of forms)
- Incorporate principles (balance, proportion, unity, repetition/pattern, movement/rhythm, emphasis, contrast)
- Form project (demonstrate technique and use of media...3-D projects such as ceramics, sculptures, jewelry, papier mache', masks)

SPACE

- Define/discuss types (positive, negative)
- Incorporate principles (balance, proportion, unity, repetition/pattern, movement/rhythm, emphasis, contrast)
- Space project (demonstrate technique and use of media... positive shape/negative space drawings)

VALUE

- Define/discuss types (hatching, crosshatching, blending, stippling)
- Incorporate principles (balance, proportion, unity, repetition/pattern, movement/rhythm, emphasis, contrast)
- Value project (demonstrate technique and use of media... Value scales, shaded drawings/paintings)

COLOR

- Define/discuss types (hue, value, intensity)
- Color schemes (primary, secondary, intermediate, monochromatic, complimentary, analogous, warm, cool)
- Color project (demonstrate technique and use of media...color value scale, complimentary scale, color wheel, monochromatic or analogous paintings, printmaking)

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Unit Plan

Art Careers and Community: Standards, 11,12

Individual Learner Objectives

- 8.11.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects.
- 8.11.2 Identify components of professional art portfolios.
- 8.12.1 Analyze ways experiences in the arts connect to other life experiences.
- 8.12.2 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- 8.12.3 Identify ways one can become actively involved in supporting the arts locally and nationally.

Subject Outline

1. Career Choices
 - Possibilities:
 - Architects, Interior Designers, City Planners, Art Directors
 - Graphic Designers, Industrial Designers, Fashion Designers
 - Photographers, Fine Artists, Art Critics, Art Historians
 - Art Museum Workers, Aestheticians, Art Educators, etc.
 - Factors to consider:
 - Beginning salary, advancement opportunities, etc.
2. Skills and Traits Needed
 - Summer work
 - Personal limitations
3. Education Required
 - High school art classes
 - Vocational schools
 - College degrees
4. Typical Job Responsibilities
 - Interview people
 - Fieldtrips

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Unit Plan

Art, Integrated Studies: Standards 13,14

Individual Learner Objectives

- 8.13.1 Analyze connections between the use of skills and processes in art (problem solving, critical thinking, observational skills) and other subject areas, and analyze how integration of disciplines enhances learning.
- 8.13.2 Create works (artwork, debates, critiques, journals) that communicate in-depth knowledge gained through the power of integrated study.
- 8.14.1 Analyze how the various art forms are integrated to clearly communicate an idea.
- 8.14.2 Create an integrated work of art incorporating processes, skills, or sign systems of another art form.

Subject Outline

Sample integrated studies:

- Timelines: Integrated with other subject areas
- Project based cross curricular studies
- Study of musicians and artists relative to a specific time period
- Study of world events occurring at the time of the corresponding art period.