PLANNED INSTRUCTION

A PLANNED COURSE FOR:

ART

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Curriculum writing committee:

Tara Edmonds

Tara Gandolfo

Grade Level: 6-8

Date of Board Approval: _____2021_____

Course Weighting

Projects (3-4 per course)	50-100 points
Classwork/Sketchbook assignments (1-2 per unit)	10-20 points each
Participation/preparation (daily/weekly)	10-25 points weekly

Curriculum Map

Overview: The Middle School Art Program offers a strong foundation of visual art experiences that is directly aligned with the Pennsylvania Academic Standards for Arts and Humanities, studio activities, will be infused with the concepts of aesthetics, art criticism, and art history to broaden intellect and create meaningful connections.

The elements of design: line, shape, form, space, color, texture, and value will be addressed through a variety of media and processes. In addition, opportunities for community and interdisciplinary involvement will expand the relevance of art in the students' life.

Goals:

To give students a basic understanding of:

- Creative processes in the visual arts
- Care and use of art materials
- Principles and Elements of Art
- Color Mixing
- Understanding levels of craftsmanship
- Drawing processes

Big Ideas:

1. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
2. Artists use tools and resources as well as their own experiences and skills to create art.
3. The Arts provide a medium to understand and exchange Ideas.
4. People have expressed experiences and ideas through the arts throughout time and across cultures.
5. There are formal and informal processes used to assess the quality of works in the arts.
6. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Textbook and Supplemental Resources: Various art supplies, not limited to, but including: Drawing supplies, painting supplies, 3-D media supplies, crafting supplies, digital art and computer graphic related supplies, adaptive tools and supplies, etc.

Curriculum Plan

Unit: 6th Grade Computer Graphics   **Time/Days: 6 classes**

- **Standards:** 9.1.12.A., 9.1.12.B., 9.1.12.G., 9.2.12.B, 9.2.12.C, 9.2.12.K., 9.3.12.A., 9.3.12.B., 9.3.12.D., CC.3.5.11-12.I.; CC.3.6.11-12.I.
- **Anchors:** E06.B-V.4, M06.A-R.1.1, M06.C-G.1.1
- **Eligible Content:** Using polylines tool, shape tool, line tool, fill tool, textbox, fill tool, outline tool for computer graphics programs such as Google Draw

Objectives:
- Teacher will demonstrate how to create shapes using the Google Draw toolbar. (DOK level)
- Teacher will model how to text of various sizes and color using Google Draw. (DOK level 1)
- Students will practice creating shapes using the drawing and polyline tool. (DOK level 1)
- Teacher will demonstrate how to fill closed shapes with various selected colors. (DOK level 1)
- Students can experiment by choosing colors from a basic palette in Google Draw. (DOK level 1)
- Students will outline shapes with color using Google Draw. (DOK level 1)

Core Activities and Corresponding Instructional Methods:
1. Introduction
   a. The Google drawing platform. Allow students time to explore this program trying out different tools that are in the toolbar.

2. Demonstration
   a. Show instructional video **https://www.youtube.com/watch?v=PzNzF7vOVes**
   b. Students will practice using different tools on the toolbar.
   c. Explore color possibilities add color to further enhance work

3. Execution
   a. Students will create a simple picture with a given theme to demonstrate knowledge of tools.
   b. Students will title their work to demonstrate knowledge of the text tool. The fonts can be changed to enhance the artwork.
   c. Students can print and mount work for display.

<u>Materials:</u>
- Chromebook, desktop, and/or iPad
- Printer
- Paper
- Computer programs and/or apps suitable for generating creative images i.e., Google drawing, Adobe Photoshop.
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
    - Prints
    - Digital images
    - Teacher made visual resources

<u>Assessments:</u>

- **Diagnostic:**
    - Questioning
    - Teacher observation
- **Formative:**
    - Daily review
    - Midway class critiques
- **Summative:**
    - Common assessment rubric

Curriculum Plan

Unit: 6th Grade Drawing   **Time/Days: 12 classes**
- **Standards:** 9.1.12.A, 9.1.12.B, 9.1.12.G, 9.2.12.B, 9.2.12.C, 9.2.12.K, 9.3.12.A, 9.3.12.B, 9.3.12.D, CC.3.5.11-12.I, CC.3.6.11-12.I.
- **Anchors:** E06.B-V.4, M06.A-R.1.1, M06.C-G.1.1
- **Eligible Content:** Shading, value, scale, craftsmanship, depth, space.

Objectives:
- Show simple perspective in landscape drawings. (DOK level 2)
- Use scale to create the illusion of depth in a work of art. (DOK level 2)
- Students will create the illusion of distance in a work of art. (DOK level 2)
- Students will learn various methods that artists use to create the illusion of three dimensional space within a two dimensional picture plane. (DOK level 1)

Core Activities and Corresponding Instructional Methods:
1. Introduction
   a. View and discuss works of the masters to gain an understanding of methods that artists use to create the illusion of depth in a work of art.
   b. Define and indicate the methods applied in master works of art to create the illusion of 3-dimensional space.

      Examples: Georges Seurat's Sunday at LaGrande Jatte, Leonardo DaVinci's The Last Supper, Andrew Wyeth's Christina's World.

2. Demonstration and practice
   a. Smartboard presentation on master works of art where methods of creating the illusion of 3 dimensional space can be identified. Analyze and discuss.
   b. Teacher demonstration of creating thumbnail sketches that utilize methods of creating the illusion of 3 dimensional space in a work of art.
3. Execution
   a. Preliminary sketches drawn in sketchbook.
   b. Completion of teacher designed project. Suggested activities: thumbnail sketches, value scale, shaded sphere with background, landscape drawing.
   c. Revision and refinement.
   d. Critique

https://www.youtube.com/watch?v=Ompo4xG6m8g
https://wvia.pbslearningmedia.org/collection/elements-of-art/

https://docs.google.com/presentation/d/1jglH_CixqgSZ2FHQokeUY8oMDSwvjKdlfahzCidVW34/edit#slide=id.p
https://www.nga.gov/collection/art-object-page.47949.html

<u>Materials:</u>
- Drawing paper
- Drawing pencils and erasers
- Pencil sharpeners
- Tortillions
- Colored pencils
- Oil and chalk pastels
- Markers
- Pastel paper
- Tracing paper
- Drawing tools - rulers, straightedge, triangles, t-squares
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
    - Prints
    - Digital images
    - Teacher made visual resources

Assessments:

- **Diagnostic:**
    - Questioning
    - Teacher observation
- **Formative:**
    - Daily review
    - Midway class critiques
- **Summative:**
    - Common assessment rubric

Curriculum Plan

Unit: 6th Grade Painting   **Time/Days: 12 classes**

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.H; 9.2.8.B; 9.1.8.J; 9.3.8.A;
- **Anchors:** E06.B-V.4
- **Eligible Content:** Color Theory, Principals and Elements of Design, blending colors, color wheel, brush selection and care, complementary colors

Objectives:
- Students will be introduced to mixing colors by implementing their previous knowledge of the color wheel. (DOK Level 3)
- Students will demonstrate a variety of brush techniques. (DOK Level 4)
- Students will develop their foundation of paint application while learning new painting skills. (DOK Level 1)
- Students will demonstrate responsible brush care. (DOK Level 2)
- Students will identify and practice painting techniques that are specific to the media. (DOK Level 1)
- Students will reflect on their artwork through a written response. (DOK Level 2)
- Students will plan out a painting through sketching. (DOK Level 4)
- Students will refine their craftsmanship skills. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:
1. Introduction
   a. View and discuss works of the masters to gain an understanding of how artists successfully use color relationships, tint and shade in painting.

      Examples: paintings of Georgia O' Keefe, Vincent VanGogh, Sondra Delauney, Alma Thomas, J.M.W. Turner

2. Demonstration and practice
   a. Overview of the color relationships on the color wheel.
   b. Teacher demonstration of color mixing and creating tints and shades while teaching traditional material use and care.
   c. Guided practice showing paint handling and color mixing.

3. Execution
   a. Preliminary sketches and color planning in sketchbook.
   b. Completion of teacher designed project. Suggested activities: color wheel with tint and shades, silhouette painting with gradation background, non-objective subject matter.

c. Revision and refinement.
d. Critique

Materials:
- Tempera paint
- Watercolor paint
- Painting surfaces - poster board, watercolor paper, canvas board, canvas pads
- Palettes, palette paper, paper plates
- Paintbrushes
- Watercups
- Drying rack
- Paper towels
- Color wheel
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
  - Prints
  - Digital images
  - Teacher made visual resources

Assessments:

- **Diagnostic:**
  - Questioning
  - Teacher observation
- **Formative:**
  - Daily review
  - Midway class critiques
- **Summative:**
  - Common assessment rubric

Curriculum Plan

Unit: 6th Grade 3-D Design   **Time/Days 15 classes**

- **Standards:** 9.1.8A, 9.1.8B, 9.1.8C, 9.1.8D, 9.1.8E, 9.1.8H, 9.1.8K, 9.2.8D, 9.2.8F, 9.2.8L; 9.3.8E
- **Anchors:** M06.A-N.1, M07.A-R.1, M07.C-G.2.1
- **Eligible Content:** Creating form, creating texture, glazing, slip, score, stages of clay, weaving, repousse

Objectives:
- The student will gain an understanding of form in art. (DOK Level 1)
- Students will be introduced to a variety of sculptural tools appropriate for the intended medium. (DOK Level 1)
- Students will practice using sculptural mediums to build a solid sculpture. (DOK Level 4)
- Students will learn and use vocabulary specific to a sculptural media: Wet; Leather Hard; Greenware; Firing; Bisque; Glazing Armature; Warp; Weft; Loom; Collage; Score; Slip, Relief. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:
1. Introduction
   a. The teacher can discuss tools, materials and clean-up. During this discussion the stages of clay should be outlined. Visuals can be shown on where clay is mined and how it is processed.

2. Demonstration and Practice
   a. The teacher will demonstrate how to create the intended shape or figure for the lesson. The teacher will also model how to slip and score for adding on to a given figure.
   b. Students will create a 3D design that shows texture, form, and balance.
   c. Students will create a form using demonstrated sculptural methods and tools.
   d. Students can follow along with a guided practice to pot animals/monsters.

3. Execution
   a. Students will create a final sculpture that shows the learned techniques.
   b. This sculpture can be painted or glazed once fired

https://uploads.theartofeducation.edu/2017/06/ClayCenterVisualsStages-2.pdf

http://somethinglucky.com/

http://www.awesomeartists.com/ART/AWESOMEARTISTS_PDFs_ETC/ABCsOfART_BOOKLET_Color_ElementsAndPrinciplesOfDesign_2015.pdf

https://www.youtube.com/watch?v=xhYWuAGVU8k

Materials:
- Clay
- Clay tools
- Kiln
- Found and natural materials
- Plaster
- Cardboard, poster board, assorted papers
- Adhesives
- Scissors
- Fiber materials
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
  - Prints
  - Digital images
  - Teacher made visual resources

Assessments:
- **Diagnostic:**
  - Questioning
  - Teacher observation
- **Formative:**
  - Daily review
  - Midway class critiques
- **Summative:**
  - Common assessment rubric

Curriculum Plan

Unit: 7th Grade Computer Graphics   **Time/Days: 6 classes**

- **Standards:** 9.1.12.A., 9.1.12.B., 9.1.12.G., 9.2.12.B, 9.2.12.C, 9.2.12.K., 9.3.12.A., 9.3.12.B., 9.3.12.D., CC.3.5.11-12.I.; CC.3.6.11-12.I.
- **Anchors:** E06.B-V.4, M06.A-R.1.1, M06.C-G.1.1
- **Eligible Content:** Using polylines, shape tool, line tool, fill tool, custom color tool, textbox, fill tool, layering tool, outline tool, and importing images from both the internet and the computer's hard drive for computer graphics programs such as Google Draw.

Objectives:
- Students will create shapes using a polyline tool. (DOK Level 2)
- Students will learn how to create custom colors. (DOK Level 2)
- Students will learn how to import images. (DOK Level 2)
- Students will learn to layer added graphics. (DOK Level 3)
- Students will learn to move images. (DOK Level 2)
- Students will learn how to outline shapes with color. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:
1. Introduction

    a. Students will observe and learn how ceramic and glass mosaics have been created. https://www.youtube.com/watch?v=d-oPQPua-rI

2. Demonstration and practice
    a. Create a digital mosaic using unique shapes and colors.
    b. Analyze examples of mosaics
    c. Create a digital mosaic from an uploaded image.
    d. Create custom colors to enhance the work
    e. Experiment with the background color to give contrasting "grout lines."

https://www.youtube.com/watch?v=Jo-vUw8sMgc
https://www.youtube.com/watch?v=8OzN1eIHsJo
https://www.youtube.com/watch?v=87q17RSCOUM
https://www.lunaparc.com/exterior
https://www.avam.org/art-artists

<u>Materials:</u>

- Chromebook, desktop, and/or iPad
- Printer
- Paper
- Computer programs and/or apps suitable for generating creative images i.e., Google drawing, Adobe Photoshop.
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
    - Prints
    - Digital images
    - Teacher made visual resources

Assessments:

- **Diagnostic:**
    - Questioning
    - Teacher observation
- **Formative:**
    - Daily review
    - Midway class critiques
- **Summative:**
    - Common assessment rubric

Curriculum Plan

Unit: 7th Grade Drawing   **Time/Days 12 classes**

- **Standards (by number):** ·9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.3.H; 9.1.8.J; 9.2.8.C; 9.2.8.L; 9.3.8.A; 9.3.8.F; 9.4.8.B
- **Anchors:** M07.A-R.1 ; M07.C-G.1.1
- **Eligible Content:** expanding knowledge of perspective and observational drawing, using scale and shadow to create depth, explore and employ the Principles and Elements of Design.

Objectives:

- Students will continue to develop and enhance established drawing knowledge and skills. (DOK -Level 4)
- Students will continue to expand on functional and practical knowledge of observational drawing. (DOK - Level 2)
- Students will continue to expand on functional and practical knowledge of linear perspective drawing. (DOK - Level 2)
- Students will explore new tools for drawing in one-point perspective. (DOK - Level 2)
- Students will reflect as to the evolving design and conceptual capacity of their work. (DOK - Level 4)
- Students will refer to the elements and principles of design in the creation of a work of art. (DOK - Level 3)

Core Activities and Corresponding Instructional Methods:

1. Introduction
    a. View and discuss artwork that demonstrates one-point perspective. Example: Sunday at LaGrande-Seurat,Vincent Van Gogh's The Bedroom or Da Vinci's The Last Supper. Students can identify the horizon line, possible guidelines and the vanishing point. These lines can be drawn on the Smartboard over the master's work.

2. Demonstration and Practice:

    a. The teacher can model laying out the preliminary guidelines for a practice drawing. The teacher can demonstrate how to use a triangle or a ruler when working. Students can follow along and set up their own drawings.

3. Execution

    a. Students can follow along to create their own drawings that show one point perspectives. Final copy work can include using other mediums to include color or contrast.

    b. Students will look at works of art to find vanishing points and scale (Sunday at LaGrande-Seurat)

https://artsandculture.google.com/usergallery/one-point-perspective-in-art/aglSniDn6NMkKg

https://www.pinterest.com/bargainfancy/art-vanishing-points/

https://www.youtube.com/watch?v=mgGxYYSQHlk

Reinforcement -Video- How to Draw a Bird's Eye View of a City
https://www.youtube.com/watch?v=_fnhWl2Z-Gw&t=601s

https://www.pinterest.com/leahnewtonart/one-point-perspective-art-project-ideas-for-kids/

Materials:

- Drawing paper
- Pastel paper
- Tracing paper
- Drawing pencils and erasers
- Pencil sharpeners
- Tortillions
- Colored pencils
- Oil and chalk pastels
- Markers
- Drawing tools - rulers, straightedge, triangles, t-squares
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
  - Prints
  - Digital images
  - Teacher made visual resources

Assessments:

- **Diagnostic:**
  - Questioning
  - Teacher observation
- **Formative:**
  - Daily review
  - Midway class critiques
- **Summative:**
  - Common assessment rubric

Curriculum Plan

Unit: 7th Grade Painting   **Time/Days 12 classes**

- **Standards:** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.H; 9.1.8.J; 9.2.8.B; 9.2.8.C; 9.2.8.L; 9.3.8.A; 9.3.8.E; 9.8.3.F; CC.3.6.6-8.J.I.
- **Anchors:** E07.C.1.1.2
- **Eligible Content:** Brush use and care, color schemes, mixing colors to create new colors and values, brush techniques for design, exploration of mark making techniques.

Objectives:

- Students will continue to develop and enhance established painting knowledge and skills. (DOK -Level 4)
- Students will continue to expand on functional and practical knowledge of the color palette. (DOK -Level 2)
- Students will explore a variety of paint applications and mark making techniques. (DOK -Level 2)
- Students will reflect as to the evolving design and conceptual capacity of their work. (DOK Level 4)
- Students will refer to the elements and principles of design in the creation of a work of art. (DOK - Level 3))

Core Activities and Corresponding Instructional Methods:

1. Introduction
   - The teacher can present history relating to relevant materials.
   - The teacher can review brush care and selection of materials
2. Demonstration
   - The color wheel, white and black, for paint mixing should be referenced to when modeling
   - Discuss brush selection and model handling.

3. Execution

   - Students can create a multi panel painting using watercolor paints or other paint media.
     https://www.youtube.com/watch?v=3kojEoKgrTY

- The lesson can further build on prior knowledge, by having students create a painting that shows perspective.
  ps://www.youtube.com/watch?v=GeDwTY7C9xs-
- Watercolor technique exploration
- Radial design paintings
- **https://www.pbs.org/video/art-school-neo-folk-art-kristin-farr/**

Materials:

- Tempera paint
- Watercolor paint
- Acrylic paint
- Painting surfaces - poster board, watercolor paper, canvas board, canvas pads
- Palettes, palette paper, paper plates
- Paintbrushes
- Water cups
- Drying rack
- Paper towels
- Color wheel
- Watercolor pencils
- Household items for watercolor techniques
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
  - Prints
  - Digital images
  - Teacher made visual resources

Assessments:

- **Diagnostic:**
  - Questioning
  - Teacher observation
- **Formative:**
  - Daily review
  - Midway class critiques
- **Summative:**
  - Common assessment rubric

Curriculum Plan

Unit: 7th Grade 3-D design   **Time/Days 15 classes**

- **Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.H, 9.1.8.J, 9.2.8.L, 9.2.8.B, 9.1.8.J, 9.3.8.A; 9.2.8.F.
- **Anchors:** E07.C.1.1.2, M06.A-N.1, M07.A-R.1, M07.C-G.2.1
- **Eligible Content:** Clay sculptures, building with cardboard, paper, and/or found materials, paper Mache, relief sculptures, mask making.

Objectives:

- Students will continue to develop and enhance established 3 dimensional media knowledge and skills. (DOK -Level 4)
- Students will continue to expand on functional and practical knowledge of form and texture. (DOK -Level 2)
- Students will apply concepts delineated during introduction and demonstration, (DOK Level 2)
- Students will explore a variety of sculptural techniques. (DOK - Level 2)
- Students will reflect as to the evolving design and conceptual capacity of their work. (DOK Level 4)
- Students will refer to the Elements and Principles of Design in the creation of a work of art. (DOK - Level 3)

Core Activities and Corresponding Instructional Methods:

1. Introduction
   - Define 3-dimensional space, sculpture, form, and texture.
   - View and discuss existing successful 3 dimensional works of art.

     *If creating portrait busts references may include: The bust of Queen Nefertiti, classical sculpture (Metropolitan Museum of Art), Rodin.

     *If creating abstract sculpture references may include work from Picasso, Moore, Giacometti.

     *Non-objective sculpture references may include the work of Alexander Calder and/or Dale Chihuly. A plethora of references can be found at https://stormking.org.

     *Soft sculpture and found object sculpture may reference Robert Rauschenberg, Oppenheim, Kusama, and Tyree Guyton/ the Heidelberg

Project.

2. Demonstration and practice

- Teacher demonstration of safe use of materials.
- Teacher demonstration of possibilities for manipulation and successful joining of the materials.
- Guided practice and exploration of the sculptural materials.

3. Execution

- Create preliminary sketches and notes of plans in creating a sculpture that utilizes form and texture effectively.
- Completion of teacher designed project. Suggested activities: thumbnail sketches, portrait bust sculpture, animal sculpture, reed sculpture, wire sculpture, soft sculpture, masks.
- Revision and refinement.
- Critique
- Animal Sculptures- showing anchoring/ slip and score method

https://www.youtube.com/watch?v=ocAc--CQdPw
https://www.youtube.com/watch?v=gxHx_g6wXAw
https://www.youtube.com/watch?v=wVMgC_0b1eQ
https://www.theguardian.com/artanddesign/2014/aug/29/the-10-best-busts-in-art-in-pictures
https://www.biography.com/royalty/nefertiti

Materials:

- Clay
- Clay tools
- Kiln
- Found and natural materials
- Plaster
- Paper mache
- Cardboard, poster board, assorted papers
- Adhesives
- Scissors
- Fiber materials
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
    - Prints
    - Digital images
    - Teacher made visual resources

Assessments:

- **Diagnostic:**
    - Questioning
    - Teacher observation
- **Formative:**
    - Daily review
    - Midway class critiques
- **Summative:**
    - Common assessment rubric

Curriculum Plan

Unit: 8th Grade Computer Graphics   **Time/Days: 6 classes**

- **Standards:** 9.1.12.A., 9.1.12.B., 9.1.12.G., 9.2.12.B, 9.2.12.C, 9.2.12.K., 9.3.12.A., 9.3.12.B., 9.3.12.D., CC.3.5.11-12.I.; CC.3.6.11-12.I.
- **Anchors:** E06.B-V.4, M06.A-R.1.1, M06.C-G.1.1
- **Eligible Content:** Manipulating polylines, enlarging and moving shapes, line tool, fill tool, custom color tool to create and copy color, altering text, fill tool, layering tool, outline tool, importing images from both the internet and the computer's hard drive, removing the background of copied images.

Objectives:

- Students will learn how to manipulate shapes created by using the polytool. (DOK Level 2)
- Students will learn how to create and copy colors. (DOK Level 2)
- Students will learn how to Import images and remove their background. (DOK Level 2)
- Students will learn how to manipulate the shape, color and size of text. (DOK Level 2)
- Students can learn how to recreate pictures using computer graphics. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Students can create a digital mosaic using unique shapes and colors
2. Students can look at and learn how ceramic and glass mosaics have been created.
3. Students can learn how to create vector portraits using google draw and imported images
4. Students can use custom colors while altering shade and tone to create facial features and other details.
5. Students can add different backgrounds

https://www.youtube.com/watch?v=OkAuMOjXFCc&t=2492s
https://www.youtube.com/watch?v=BOBOYZEae_Q
https://www.youtube.com/watch?v=eSU0JbxWpoc
https://www.youtube.com/watch?v=KtH-FEE7XjY

<u>Materials:</u>

- Chromebook, desktop, and/or iPad
- Printer
- Paper
- Computer programs and/or apps suitable for generating creative images i.e., Google drawing, Adobe Photoshop.
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
    - Prints
    - Digital images
    - Teacher made visual resources

Assessments:

- **Diagnostic:**
    - Questioning
    - Teacher observation
- **Formative:**
    - Daily review
    - Midway class critiques
- **Summative:**
    - Common assessment rubric

Curriculum Plan

Unit: 8th Grade Drawing   **Time/Days: 12 classes**

- **Standards**:9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.3.H; 9.1.8.J; 9.2.8.C; 9.2.8.L; 9.3.8.A; 9.3.8.F; 9.4.8.B
- **Anchors:** M08.C-G.1.1.1; M08.C- G.3; E08.B- C.3.1
- **Eligible Content:** Observational drawing, sighting, scale, grid drawing, creating measured drawing grids

Objectives:

- Students will continue to develop and enhance established drawing knowledge and skills. (DOK -Level 3)
- Students will reflect on the elements and principles of design in the creation of a work of art. (DOK - Level 3)
- Students will reflect on their artwork through a written response, and classroom critique. (DOK- Level 3, 4)
- Students will plan out a final drawing through the use of preliminary sketches. (DOK-Level 3)

Core Activities and Corresponding Instructional Methods:

1. Introduction
   - The teacher can discuss how grid drawings are used in conjunction with a photo to create and accurate drawing.
   - https://www.art-is-fun.com/grid-method
   - As an anticipatory set, a final copy example can be shown.

2. Demonstration and practice
   - The teacher can model how to measure and cut the railroad board for drawing.
   - Students should pick and print out a photo to work from
   - The teacher can explain how to use a yardstick and show how to grid out the drawing board and how to create a corresponding grid on top of the photo students will be using.

3. Execution
   - Students can set up their board and draw out their grid drawing.
   - Some other suggested activities can include:

- A guided practice on observational drawing. Subjects can include things such as hands and still lives
  http://www.albrechtdurer.org/praying-hands/
- Imaginative Drawing- The Box Challenge
  https://www.youtube.com/watch?v=29-bPAhvzFI
- Pet Portraits- focusing on line direction, line length and texture
- Landscapes in one or two point perspective
  https://www.07sketches.com/amp/city-in-one-point-perspective
  https://www.youtube.com/watch?v=0OWNTRUazEA

Materials:

- Drawing paper
- Pastel paper
- Tracing paper
- Drawing pencils and erasers
- Pencil sharpeners
- Tortillions
- Colored pencils
- Oil and chalk pastels
- Markers
- Drawing tools - rulers, straightedge, triangles, t-squares
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
  - Prints
  - Digital images
  - Teacher made visual resources

Assessments:

- **Diagnostic:**
  - Questioning
  - Teacher observation
- **Formative:**
  - Daily review
  - Midway class critiques
- **Summative:**
  - Common assessment rubric

Curriculum Plan

Unit: 8th Grade Painting   **Time/Days: 12 classes**

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8. F; 9.1.8.G; 9.1.8.H; 9.1.8.H; 9.1.8.I; 9.1.8.J; 9.2.8.A
- **Anchors:** M08.C-G.1.1.1; M08.C- G.3; E08.B- C.3.1
- **Eligible Content:** Color blending, color theory, color wheel, line, brush care, surface treatment, line direction, highlight, shadow, value, and scale.

Objectives:

- Students will continue to develop and enhance established painting knowledge and skills. (DOK - Level 3)
- Students will explore a variety of paint applications and mark making techniques. (DOK - Level 2)
- Students will reflect on the elements and principles of design in the creation of a work of art. (DOK - Level 3)
- Students will review mixing colors by implementing their previous knowledge of the color wheel. (DOK - Level 1)
- Students will develop their foundation of paint application while learning new painting skills. (DOK - Level 2)
- Students will demonstrate responsible brush care. (DOK - Level 1)
- Students will articulate plans for composition and color through sketching. (DOK - Level 3)
- Students will reflect on their artwork through a written response, and classroom critique.

Core Activities and Corresponding Instructional Methods:

1. Introduction
   - The teacher should review brush selection, dispensing paints, storage and clean-up. The use of the selected painting medium should be discussed and its history can be shown using master's examples on the Smartboard.

2. Demonstration and Practice

   - The teacher should guide students through skill building exercises: that reviews or demonstrates color mixing, tints and shades, using complementary colors.

- The teacher should discuss brush selection for various techniques.
- Students should have time to explore and practice using the medium.
- Students can be instructed to show a painted value scale using a color.

3. Execution

- Students can create:
- A landscape painting showing value, space, texture, and/or atmospheric/aerial perspective.
- Animal portraits emphasizing texture, brushstroke direction, line, form.
- A still life painting showing highlight, shadow, intensity, space, proportion, and/or overlapping

Materials:

- Acrylic paint
- Acrylic painting mediums
- Tempera paint
- Watercolor paint
- Painting surfaces - poster board, watercolor paper, canvas board, canvas pads
- Palettes, palette paper, paper plates
- Paintbrushes
- Watercups
- Drying rack
- Paper towels
- Color wheel
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
    - Prints
    - Digital images
    - Teacher made visual resources

Assessments:

- **Diagnostic:**
    - Questioning
    - Teacher observation
- **Formative:**
    - Daily review
    - Midway class critiques
- **Summative:**
    - Common assessment rubrics

Curriculum Plan

Unit: 8th Grade 3-D Media   **Time/Days 15 classes**

- **Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.3.H, 9.1.8.J, 9.2.8.C, 9.2.8.L, 9.3.8.A, 9.3.8.F, 9.4.8.B.
- **Anchors:** E07.C.1.1.2, M06.A-N.1, M07.A-R.1, M07.C-G.2.1
- **Eligible Content:** Elements and Principles of Design, sketching, production/, manipulation of clay, using a written response to describe/evaluate work

Objectives:

- Students will continue to develop and enhance established sculptural knowledge and skills. (DOK - Level 3)
- Students will reflect on the elements and principles of design in the creation of a work of art. (DOK - Level 3)
- Students will reflect on their artwork through a written response, and classroom critique. (DOK- Level 3, 4)
- Students will plan out a final drawing through the use of preliminary sketches. (DOK-Level 3)
- Students will gain an understanding of the possibilities and limitations of various materials. (DOK-Level 3)
- Students will use found tools to enhance their work.
- Students will learn processes to achieve desired outcomes. (DOK-Level 3)
- Students will build upon their vocabulary of tools, techniques, sculpture and form. (DOK-Level 3)

Core Activities and Corresponding Instructional Methods Assessments:

1. Introduction
   - The teacher will show the final example of a finished project.
   - The teacher should discuss materials, storage and clean-up.
   - The teacher can discuss the qualities of the selected type of clay.

2. Demonstration

   - The teacher should model techniques that are involved with the intended project.
   - Students should practice these techniques.

3. Execution

- Students can create clay projects such as:
- Coil pots/ bowls- Empty Bowls
- Slab construction- making fairy/gnome homes
- Relief sculpture
- Wire sculpture
- Figurative sculpture

Materials:

- Clay
- Clay tools
- Kiln
- Found and natural materials
- Plaster
- Paper Mache
- Cardboard, poster board, assorted papers
- Adhesives
- Scissors
- Fiber materials
- Teacher and student made project examples
- Visual representations of the concepts that are being taught.
    - Prints
    - Digital images
    - Teacher made visual resources

- **Diagnostic:**
    - Questioning
    - Teacher observation
- **Formative:**
    - Daily review
    - Midway class critiques
- **Summative:**
    - Common assessment rubric