Middlesex County Schools Curriculum Map

Grade/Course: Art III/Eighth Grade

Schedule Type: Semester

School Year: 2012-2013

Time Frame 85 min class	**Unit/SOL Number/SOL**	**Strand**	**Essential Knowledge/ Understandings**	**Date of Common Formative Assessment** (i.e., culminating project)
On-going	Art History: 8.13 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact. 8.14 The student will describe and place a variety of works in historical and cultural contexts. 8.15 The student will compare and contrast works of art according to medium, period, style, and artist. 8.21 The student will formulate and respond to meaningful questions about works of art, based on observations and interpretations. 8.22 The student will describe personal sensory responses to the visual qualities of a work of art, using appropriate art vocabulary.	Cultural Context & Art History Aesthetics	How has art changed over time? Why do some periods and/or styles of art evoke a stronger response from me?	Appr.every 3rd class-written answers and oral dialogue
Appr. 2 classes	Art and Architecture: 8.13 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact. 8.15 The student will compare and contrast works of art according to medium, period, style, and artist. 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art. Project examples: **Design a House With Frank Lloyd Wright**; architectural collage	Cultural Context & Art History Aesthetics	Why does architecture present us with art from past in today's world?	End of Unit

Appr. 5 classes	Ceramics: 8.2 The student will further expand and develop the use of the elements of art and the principles of design. 8.6 The student will create three-dimensional works of art, using a variety of themes and processes. 8.11 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions. 8.19 The student will critique in oral and written form, personal work and the work of others, using appropriate art vocabulary. 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art. Project examples: patterned coil, slab boxes, multiple related figures sculpture, single string mobile, nature sculpture	Visual Communication & Production Judgment & Criticism Aesthetics	Why does my artwork have purpose, value, and meaning? Why is good craftsmanship important in every endeavor, not just in art class?	End of Unit
Appr. 4 classes	Color Theory – Collage, Painting, and/or Printmaking: 8.1 The student will create works of art that emphasize specific formal color relationships. 8.2 The student will further expand and develop the use of the elements of art and the principles of design. 8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing. 8.11 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions. 8.19 The student will critique in oral and written form, personal work and the work of others, using appropriate art vocabulary. Project examples: landscape painting/collage; cube project; silk painting; tooled metal; color prints	Visual Communication & Production Judgment & Criticism	How do I use my knowledge of color theory to create art? Why is color choice important? How can I use color in any subject area to evoke feeling?	End of Unit

Appr. 4 classes	Drawing – Perspective/Shading: (Drawing is an integral part of every project unit, used in the creative design process.) 8.2 The student will further expand and develop the use of the elements of art and the principles of design. 8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing. 8.5 The student will use line to create value in a work of art. 8.11 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions. Project examples: shading techniques workshop; still life; drawing from graphics; drawing from life; cartoon with multi-point perspective	Visual Communication & Production Cultural Context & Art History	How can I use particular techniques to create effects of realism in my art? Why do the skills I learn enhance my self-image?	End of Unit
Appr. 3-4 classes	Integrating Art (with other subjects): 8.11 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions. 8.14 The student will describe and place a variety of works in historical and cultural contexts. 8.17 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art. 8.18 The student will communicate how personal experiences influence critical judgments about and interpretations of works of art. 8.22 The student will describe personal sensory responses to the visual qualities of a work of art, using appropriate art vocabulary.	Visual Communication & Production Cultural Context & Art History Judgment & Criticism Aesthetics	How am I inspired by particular artists? How can art help me understand other subjects? Why is there reciprocal enhancement when art is integrated with another subject?	End of Unit
Appr. 1 class	Portfolio Creation: 8.9 The student will create and maintain an art portfolio.	Visual Communication & Production	How can I follow the advancement of my art skills? How can I provide a “resume” of art projects?	End of the semester

Appr. 2 classes	Technology in Art: 8.7 The student will identify and analyze the uses of typography in graphic arts. 8.8 The student will demonstrate skill in combining text and imagery, using computer technology. 8.10 The student will apply ethical procedures in the execution of works of art. 8.16 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas. Project examples: flyers, computer art production	Visual Communication & Production Judgment & Criticism	How does technology help me communicate ideas through art? How do artistic elements and principles enhance my use of technology?	End of Unit
Varies – generally less than one class period each	Mini Units: 8.2 The student will further expand and develop the use of the elements of art and the principles of design. 8.6 The student will create three-dimensional works of art, using a variety of themes and processes. Project examples: Hanging pyramids, walking fingers, box-type constructions, origami	Visual Communication & Production	How is there satisfaction in the creation of useful and practical items that are aesthetically pleasing? Why is it significant when one can teach a skill to another person?	End of Unit
Appr. 1-2 classes	English-Writing 8.7 Use prewriting strategies to generate and organize ideas. Select specific vocabulary and information for audience and purpose. The student will edit writing for correct grammar, capitalization, punctuation, spelling,sentence structure, and paragraphing. Use correct spelling for frequently used words. See Integrating Art (with other subjects) above			End of Unit