



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: General Art Grade Level(s): 8 Units of Credit: .25 Classification: Required	Length of Course: 7.5 cycles Periods Per Cycle: 6 Length of Period: 47 minutes Total Instructional Time: 35.25 hours
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Course Description

In the eighth grade art course, students will explore in depth the elements and principles of design through the creation of both two-dimensional and three-dimensional works of art. These projects will continue to aid in the students' artistic growth and individual creativity. In addition, students will continue to develop an appreciation for famous works of art as well as different art styles. Throughout the program, students will refine their seventh grade skills in manipulation of materials and techniques.

Instructional Strategies, Learning Practices, Activities, and Experiences

Critical Thinking
Best Practices Strategies
Teacher Demonstration

Posted Objectives and Agendas
Bell Ringers

Guided Practice
Class Discussion

Assessments

In-class Projects

Materials/Resources

Various Art Supplies and Materials
Art Reproductions

Scholastic Art Magazines
Example Projects

Teacher-made Information Sheets and Power Points
Video and Web-Based Supplemental Materials
iPads

Adopted: 9/18/91

Revised: 4/19/00; 8/17/05; 6/20/11; 5/21/18

Elements of Design	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will investigate and utilize the elements of design to create works of art.</p> <p>Line Form/Shape Color Texture Space Value</p>	<p><u>The students will demonstrate understanding of the following aspects of the Element of Design, Line:</u></p> <ul style="list-style-type: none"> • Define line as a mark on a surface that connects two points. • Identify the two basic characteristics of line as <i>direction</i> (vertical, horizontal, diagonal, curved) and <i>quality</i> or weight (thick, thin jagged, or fuzzy). • Identify two of the four types of lines: structural outlines, contour, and gesture lines. • Use lines of different directions, qualities, and types in representational and imaginary drawings and designs as appropriate to the specific assignment. <p><u>The students will demonstrate understanding of the following aspects of the Element of Design, Shape:</u></p> <ul style="list-style-type: none"> • Define shape as enclosed space with two dimensions; form as enclosed space with three dimensions. • Identify the two basic characteristics of shape /form – geometric (regular, precise) and free- form (curved/irregular). Name two or more examples of each type. • Identify, know, and use geometric and organic shape/form in both representational and non-representational styles in 2-D drawings, paintings/ designs and 3-D constructions as appropriate to the criteria of the design assignment. <p><u>The students will demonstrate understanding of the following aspects of the Element of Design, Color:</u></p> <ul style="list-style-type: none"> • Define the properties of color: <i>hue</i> (color name), <i>value</i> (color's range light to dark), and <i>intensity</i> (color's brightness). • Identify and mix primary, secondary, tertiary, complimentary, warm, cool, and neutral colors. • Know how to use color value (tints/ shades). • Identify and use one or more color harmony (monochromatic, opposite, triadic, and analogous). • Mix and use colors for realistic and/or emotional effects in paintings, designs, and projects as per criteria specific to the given assignment. <p><u>The students will demonstrate understanding of the following aspects of the Element of Design, Texture:</u></p> <ul style="list-style-type: none"> • Define texture. • Identify the two types of texture: real (actual surface quality) and implied (simulated/invented). • Identify four or more examples of textures. • Represent implied textures in 2-D drawings, paintings, designs as appropriate to the criteria for the design assignment. • Create real textures in 3-D design projects, and sculptures as appropriate to specific criteria for the design assignment.

Elements of Design (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>The students will demonstrate understanding of the following aspects of the Element of Design, Space:</u></p> <ul style="list-style-type: none"> • Define 3-D space as the volume inside or around an object; 2-D space as an illusion depth the artist creates. • Identify positive space as the actual object and negative space as the area surrounding the object. • Use interesting arrangements, positive space, and negative space in 3-D constructions as per criteria specific to design problem assigned. • Create the illusion of space in drawings and paintings using overlapping, amount of details, relative size, and position on the picture plane, color, and/or one-point/ two-point perspective as appropriate to the criteria for the drawing assignment. <p><u>The students will demonstrate understanding of the following aspects of the Element of Design, Value:</u></p> <ul style="list-style-type: none"> • Define value as the range of light to dark. • Observe and identify a range of four or more values in gray tones and/or color. • Identify two ways the artist uses value: a) to create a sense of space or depth and b) to create the sense of roundness or volume of objects in a 2-D art work. • Use four or more gray tone and/or color values to create the sense of depth in drawings, paintings, prints, and designs. • Hold the pencil/crayon in a horizontal position to create smoothly blended gradations of four or more gray tone values to create the sense of volume to objects depicted in 2-D drawings, paintings, and designs. <p>Vocabulary: vertical, horizontal, diagonal, contour, gesture, line, form, shape, geometric, free-form, two-dimensional, three-dimensional, hue, value, color wheel, primary/secondary/tertiary colors, complimentary colors, warm/cool colors, texture (real/implied), space (positive/negative)</p> <p>Standards: 9.1.8. A - Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8. B - Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p>

Principles of Design	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will investigate and utilize the principles of design to create works of art:</p> <p>Balance Contrast Emphasis Movement/Rhythm Pattern Unity</p>	<p><u>The students will demonstrate understanding of the following aspects of the Principles of Design, Balance:</u></p> <ul style="list-style-type: none"> • Define balance as arranging elements to be equal. • Identify the difference between visual balance (equal placement of imagined weights of elements) and actual balance (equal distribution of real weights of elements). • Identify the differences between three types of balance: symmetry (identical on both sides), asymmetry (two sides appear different but have same visual weight), and radial (the parts of the design appear to turn around a center point). • Create 2-D and/or 3-D artworks in which one or more types of balance are used as per criteria for the design assignment. • Create 2-D and/or 3-D artworks in which visual balance and/or actual balance are used as appropriate to the criteria of the design project. <p><u>The students will demonstrate understanding of the following aspects of the Principle of Design, Contrast:</u></p> <ul style="list-style-type: none"> • Define contrast as large differences within a design. • Identify two or more ways to create contrast in art works such as light/dark value, bright/dull color, different patterns, different lines, rough/smooth texture, and size/scale. • Use one or more ways of creating contrast to make a center of interest, set a mood, or make a statement when creating 2-D/3-D artworks as per criteria set for the design assignment. <p><u>The students will demonstrate understanding of the following aspects of the Principle of Design, Emphasis:</u></p> <ul style="list-style-type: none"> • Define emphasis as the part of the art work that receives the most emphasis and gains viewer's attention first. • Identify two or more ways to create an emphasis/focal point: placement, isolation, size, repetition of a single element, simplicity, contrast, convergence. • Create a focal point in every 2-D and 3-D artwork. Be able to identify the emphasis/focal point and explain how it was created.

Principles of Design (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>The students will demonstrate understanding of the following aspects of the Principle of Design, Movement/Rhythm:</p> <ul style="list-style-type: none"> • Identify the difference between visual movement (imagined action from comparing stationary elements and spaces) and actual movement (real action). • Identify purpose of movement/rhythm is to direct the viewer's eye to the focal point or set a mood. • Identify one or more types of visual rhythm: regular (predictable, constant) flowing (large, across an art work), alternating (combining two or more rhythms), progressive, (gradually changing to lighter). • Use one or more types of movement/rhythm when creating 2-D/3-D art works as appropriate to the design problem. <p>The students will demonstrate understanding of the following aspects of the Principle of Design, Pattern:</p> <ul style="list-style-type: none"> • Explain that basic units (of one or more design elements) can be organized as regular (planned) or random (expressive) repetitions in an artwork creating different effects. • Use either regular or random repetition of design elements when planning design compositions as appropriate to the design problem assigned. <p>The students will demonstrate understanding of the following aspects of the Principle of Design, Unity:</p> <ul style="list-style-type: none"> • Define unity as a sense of oneness in an art work created when all parts of the design work together. • Identify that unity is planned by the artist for each art work. • Identify one of two ways to create unity: Use one dominant element and/or repetition of one or more elements. • Use one or more ways to create unity when planning design compositions as appropriate to the design problem assigned <p>Vocabulary: balance, symmetry, asymmetry, radial, contrast, emphasis, focal point, contrast, convergence, movement, visual movement, actual movement, rhythm, pattern (planned/random), unity, oneness</p> <p>Standards: 9.1.8. A - Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8. B - Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p>

Producing, Reviewing, Revising Original Works of Art	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works of art.</p> <p>Painting Drawing Craft-Ceramics Textiles Sculpture Printmaking</p>	<p><u>The students will demonstrate understanding of the following aspects of Painting:</u></p> <ul style="list-style-type: none"> • Identify characteristics specific to tempera and/or acrylic paints. • Demonstrate skill in mixing and application of tempera and/or acrylic paints to achieve smooth even paint coverage with even edges of painted areas when producing 2-D/3-D artworks as per criteria for each design project. <p><u>The students will demonstrate understanding of the following aspects of Drawing:</u></p> <ul style="list-style-type: none"> • Draw line sketches to plan ideas for projects. • Use contour and/or modified contour line drawing techniques to accurately represent objects, persons and places. • Use gesture drawing technique (line) to capture feeling of movement when drawing people and/or animals. • Use different lines of different directions and qualities when producing a drawing that expresses emotions or depicts imaginative subjects. <p><u>The students will demonstrate understanding of the following aspects of Crafted Work - Ceramics:</u></p> <ul style="list-style-type: none"> • Identify four or more steps in the clay hand building techniques pinch, coil, and/or slab as applicable to the technique used in the assigned project. • Produce even – walled, carefully constructed ceramics pieces using pinch, coil, and/ or slab hand building techniques as appropriate to the criteria for the assigned project. • Identify glaze as a glass coating baked onto pottery to seal and decorate the surface. • Use under glaze (colored clay englobe) with clear and/or transparent colored glazes to decorate hand built ceramic pieces as per criteria for the assigned project. <p><u>The students will demonstrate understanding of the following aspects of Textiles:</u></p> <ul style="list-style-type: none"> • Use yarn and fabric to create well-crafted functional/decorative art as per design problem assigned.

Producing, Reviewing, Revising Original Works of Art (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>The students will demonstrate understanding of the following aspects of Sculpture:</u></p> <ul style="list-style-type: none"> • Cardboard Sculpture: construction made of varying types and sizes placed in interesting relationships of positive and negative spaces. Free standing or attached to a base. • Mixed Media Sculpture: Combine wood shapes with found objects to create intricate painted sculpture with interesting relationships of positive and negative spaces. • Bas-Relief Sculpture: Glue layers of heavy/thin cardboard or other material together to create low-relief sculptures. Paint for finish. <p><u>The students will demonstrate understanding of the following aspects of Printmaking:</u></p> <ul style="list-style-type: none"> • Identify the basic tools of printmaking: brayer, inking plate, ink. • Produce single/ multicolor prints using relief printing block from cut shapes of Styrofoam, cardboard, and string. Prints show consistent amounts of ink and crisp edges as per criteria for the assigned project. • Produce multi-colored/single colored prints from original cut shape stencils as per the design assignment. • Prints have consistent amounts of ink and crisp edges. <p>Vocabulary: tempera, acrylic, line, sketch, contour, modified contour, blind contour, gesture, craft, ceramics, glaze/underglaze, slip, kiln, textiles, sculpture, bas-relief, printmaking, printing plate, brayer, ink, printing block, relief print, mono-print</p> <p>Standards: 9.1.8. B - Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8. G - Explain the function and benefits of rehearsal and practice sessions. 9.1.8. J - Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others. 9.1.8. K - Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

Vocabulary of Art	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
The students will identify and use comprehensive vocabulary within the visual arts.	<p>The students will know and use the elements and principles of design vocabulary as relevant to each design assignment.</p> <p>Vocabulary: elements and principles of design, materials, tools, techniques relevant to each design assignment</p> <p>Standards: 9.1.8. C ~ Identify and use comprehensive vocabulary within each of the arts forms. 9.2.8. F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.3.8. D ~ Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p>

Maintain and Use Materials Safely	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will demonstrate and maintain materials, equipment, and tools at work safely at work spaces.</p>	<p>The students will demonstrate understanding of the following aspects of materials, equipment, and safety:</p> <ul style="list-style-type: none"> • Practice the level of cleanliness appropriate for the material(s) used in the project assigned. • Know and use the correct names for materials, tools, and techniques relevant to each design assignment. • Demonstrate safe work habits appropriate to both the material used for the project and the physical environment. • Demonstrate appropriate methods for storing the project and needed materials as work is in progress. <p>Vocabulary: materials, tools, equipment relevant to each design assignment</p> <p>Standard: 9.1.8. H ~ Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p>

Style/Genre/Culture	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>The students will analyze how historical events and culture impact forms, techniques, and purposes of art works.</p>	<p><u>The students will demonstrate understanding of the following aspects of styles, genres, and historical events:</u></p> <ul style="list-style-type: none"> • Identify the three most basic styles and genres of art, realistic, abstract, and non-objective. • Identify at least three characteristics of each of the styles when looking at a variety of art images. • Produce a realistic style artwork, abstract style artwork, and non-objective style artwork as per criteria for the assigned project. • Identify two or more historical facts relating to the period in which a specific art work was created. <p>Vocabulary: realistic style, abstract style, non-objective style, historical and cultural terms relevant to each design assignment</p> <p>Standards:</p> <p>9.1.8.E ~ Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.2.8.C ~ Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>9.2.8.K ~ Identify, explain, and analyze traditions as they relate to works in the arts.</p> <p>9.2.8.L ~ Identify, explain, and analyze common themes, forms and techniques from works in the arts.</p> <p>9.3.8.A ~ Know and use the critical process of the examination of works in the arts and humanities.</p> <p>9.3.8.C ~ Identify and classify styles, forms, types, and genre within art forms.</p> <p>9.2.8.A ~ Explain the historical, cultural, and social context of an individual work in the arts.</p> <p>9.2.8.B ~ Relate works in the arts chronologically to historical events.</p> <p>9.2.8.D ~ Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.8.E ~ Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p>9.2.8.F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>9.2.8.G ~ Relate works in the arts to geographic regions.</p> <p>9.2.8.J ~ Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.</p>