

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Visual Arts Grades 6-8
Visual Arts Department

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION

The Middle School Art program is an exploratory 30-day course given in grades 6, 7, and 8, part of the exploratory Unified Arts program. All art practices, standards, and assessments are aligned with the National Visual Arts Standards. The curriculum is structured to allow needed flexibility and to accommodate the many stages of development of the middle school student. The middle school art program allows students to make judgments, develop a critical eye, challenge creativity and the imagination, and continue the exploration of artistic media and techniques. It continues to give students exposure to and experiences in the elements and principles of art and design. For the middle school child, the art program provides various projects for interdisciplinary units. The teacher has the role of facilitator to enhance, encourage, and enrich the capabilities of the student. The middle school program builds upon previous concepts and provides continued sequential development from the elementary program. Each level within the middle school program provides a review and reinforcement of previously learned skills, and the opportunity to adapt those skills in different situations.

The visual arts program in the middle school to create an atmosphere wherein students will:

- have exposure to aesthetic appreciation and visual literacy;
- understand the importance of art to the human experience;
- understand the relevance and importance of art throughout history and in other cultures;
- understand and appreciate art as the expression of culture;
- increase creativity and expressiveness, and appreciate creativity and expressiveness in the visual arts; and
- apply problem solving, decision making, and creative thinking to art.

PHILOSOPHY

It is generally accepted that art education is a fundamental component of a sound, well-rounded education. Trumbull Public Schools acknowledges the importance of a solid program of art education and the value of making and communicating through art. The visual arts program promotes critical and divergent thinking through problem solving and encourages innovative approaches to the creative process. The visual arts teacher broadens and develops the students' appreciation of art through the exploration and study of art history, world cultures, art production, art criticism, and aesthetics. All are valuable components of a well-designed art program, integral to the education of the total student as the life-long learner.

All students can participate successfully in the visual arts program. Art can meet the needs of a diverse group of students and can adapt to accommodate the needs of all students, encouraging diversity, individuality, creativity, critical thinking, and problem solving.

Art is meaningful in its own right. It teaches students to make judgments, to think metaphorically, and to devise multiple solutions to a problem. Visual arts give shape to and help us understand our world. Art is the first language and the universal language. For the school-age child, art provides a positive, constructive outlet for self-expression, while permitting the child to develop and test his or her artistic abilities. The K-12 school years are a time of great physical and emotional growth and, as such, a crucial time for self-expression and self-confidence. According to Erikson's eight stages of personality development, a child's school years are crucial for a child's sense of identity. An assured positive art experience can provide a forum for this.

In short, the Trumbull school art experience:

- nurtures creative thinking and self-confidence and the development of an individual point of view
- promises cognitive and emotional development and fine and gross motor skills
- develops natural abilities in art
- encourages a lifelong interest in art
- strengthens the connection between visual arts and daily life
- provides a sequential curriculum
- builds future artists
- supports and stimulates intellectual growth
- improves reading and math scores in students exposed to sequential music and visual arts
- supports emotional growth by allowing students to express emotions
- supports social growth by preparing for relationships by increasing the imagination through immersion in the arts, which helps in the challenges of relationships
- promotes basic cultural literacy and non-verbal expression, sharing and reflecting the historical climate visually
- develops creativity that is crucial in the development of future leaders in all fields, including science, business, politics, and more
- inspires by contributing to our efforts to foster a joy of learning

COURSE GOALS

The course goals derive from the 2014 National Core Arts Standards for Visual Arts.

I. CREATING

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

II. PRESENTING

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

III. RESPONDING

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

IV. CONNECTING

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

The following course goal derives from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
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GRADE 6 COURSE DESCRIPTION

Visual Arts Grade 6 will further develop skills taught and learned in the elementary program. Recognizing and using the elements and principles of art and design will continue to be an emphasis, as will the understanding, appreciating, analyzing and discussion of art.

Students will create works in three-dimensional construction, painting, drawing, and collage. Refinement in painting and drawing skills, and an increased knowledge of and experience in a variety of technique and media, will also be included. Lessons will also include the study of artistic styles and traditions of a variety of world cultures; projects can be interdisciplinary in nature. Students will also develop skills in discussing and analyzing their own art, art of different styles and cultures, and art from within their own environments.

The middle school student begins a great period of development and self-exploration; the sixth-grade visual arts program will address this by emphasizing self-expression in all creative project work. Project work will emphasize self-exploration by including an aspect of each student in each project. The focus of the course is self-exploration, self-expression, analysis, and discussion of each student's and others' works of art.

GRADE 6, UNIT 1

Three-Dimensional Work

Unit Goals

At the completion of this unit, students will:

- | | |
|--|--|
| VA:Cr1.1.6a
VA:Cr1.2.6a
VA:Cr2.1.6a
VA:Cr2.2.6a
VA:Cr3.1.6a | Expand knowledge of three-dimensional artistic media and their corresponding techniques and terminology. |
| VA:Re7.1.6a
VA:Re7.2.6a
VA:Re8.1.6a
VA:Re9.1.6a
VA:Cn10.1.4a
VA:Cn11.1.6a | Recognize diverse media, cultural influences, and purposes for creating three-dimensional works of art. |

Unit Essential Questions

- What is the difference between a two-dimensional and a three-dimensional form?
- What do I wish to convey with my chosen material?
- How can I construct my intended meaning with my chosen material?

Scope and Sequence

Teaching and learning activities will be selected from:

- Knowing and performing the additive method of clay technique
- Knowing and applying the subtractive method of clay technique
- Creating a textural surface to clay through implementation of various tools
- Conveying original ideas and creative thinking through learned three-dimensional processes with clay
- Knowing and performing the paper technique for scoring
- Knowing and performing the paper technique for folding
- Knowing and performing the paper technique for quilling
- Conveying original ideas and creative thinking through learned three-dimensional processes with paper
- Knowing and performing how to manipulate paper mâché into a three-dimensional sculpture
- Conveying original ideas and creative thinking through learned three-dimensional processes with paper mâché

- Discovering how artists convey a mood and theme through various artistic media in three-dimensional sculptures
- Demonstrating the ability to critique one's own and others' three-dimensional work

Assured Learner Experiences

- Each student will produce one or more sculptures in the round, or in relief, utilizing clay hand-building techniques.
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 5-8 class periods

GRADE 6, UNIT 2

Painting

Unit Goals

At the completion of this unit, students will:

- VA:Cr1.1.6a Demonstrate the development of skill and technique with watercolor paint and glaze (i.e., application, blending, and mixing).
- VA:Cr1.2.6a
- VA:Cr2.1.6a
- VA:Cr2.2.6a
- VA:Cr3.1.6a
-
- VA:Re7.1.6a Understand how color in a painting can identify emotion, mood, and/or theme.
- VA:Re7.2.6a
- VA:Re8.1.6a
-
- VA:Re9.1.6a Learn the importance of various elements and principles of design in a painting, with emphasis on value, composition, hue, texture, contrast, and balance.

Unit Essential Questions

- How does an artist use watercolor as an expressive medium?
- How can various watercolor techniques be applied to a successful watercolor painting?
- Do my chosen paint/glaze colors for my sculpture express the intended mood or theme?

Scope and Sequence

Teaching and learning activities will be selected from:

- Discovering how artists apply different watercolor techniques to convey a specific mood or theme in a painting
- Knowing and performing the wet-on-wet, wet-on-dry, dry-on-dry, and stippling watercolor techniques
- Knowing what makes a good composition through utilization of color theory knowledge
- Knowing what makes a good composition through utilization of elements and principles of design knowledge
- Demonstrating good brush control when applying glaze
- Demonstrating the ability to critique one's own and others' painting

Assured Learner Experiences

- Each student will demonstrate the skill of integrating painterly techniques, and the knowledge of elements and principles of design, within a completed painting.
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 3-5 class periods

GRADE 6, UNIT 3

Drawing

Unit Goals

At the completion of this unit, students will:

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| VA:Cr1.1.6a
VA:Cr1.2.6a
VA:Cr2.1.6a
VA:Cr3.1.6a | Demonstrate the ability to personalize ideas into a design incorporating the use of elements and principles of design. |
| VA:Cr2.1.6a
VA:Cr3.1.6a | Demonstrate an understanding of special relationships through size, placement, value, and detail. |
| VA:Cr1.1.6a
VA:Cr2.1.6a
VA:Cr3.1.6a | Demonstrate the ability to represent textures with various media. |
| VA:Cr1.1.6a
VA:Cr2.1.6a
VA:Cr3.1.6a | Demonstrate the development of skills in contour drawing. |
| VA:Cr1.1.6a
VA:Cr2.1.6a
VA:Cr3.1.6a | Demonstrate the development of skills in pencil or charcoal rendering. |
| VA:Cr3.1.6a
VA:Re9.1.6a | Demonstrate skills of art critique in terms of one's own and others' work. |
| VA:Cn11.1.6a | Compare and contrast works of art from different genres. |

Unit Essential Questions

- How do master artists create the illusion of texture and value within the element of line?
- How can I use my name as the basis of effective design?
- How can I draw three-dimensional objects on a two-dimensional surface?

Scope and Sequence

Teaching and learning activities will be selected from:

- Discovering how artists create the illusion of depth in a two-dimensional work of art
- Knowing what makes a good composition through understanding of spatial relationships and positive and negative space
- Demonstrating the ability to personalize ideas into a design
- Demonstrating control and good craftsmanship
- Knowing and performing accurate contour line drawings

- Demonstrating the ability to critique one's own and others' drawing

For the drawing process using pencil and/or charcoal as artistic media:

- Knowing and performing blending techniques with proper tools for value

For the drawing process using scratchboard as artistic media:

- Knowing how to render a variety of textures through line, applying correct use of a stylus

For the drawing process using color pencil and/or marker as artistic media:

- Demonstrating color theory knowledge through proper color-blending techniques

Assured Learner Experiences

- Each student will create a drawing reflecting knowledge of special reasoning and elements and principles of design.
- Each student will demonstrate appropriate rendering techniques with specified media.
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 5-8 class periods

GRADE 6, UNIT 4

Collage

Unit Goals

At the completion of this unit, students will:

VA:Cr1.1.6a Refine and expand the use of elements and principles of art and design as
VA:Cr2.1.6a applied to creating a collage.
VA:Cr3.1.6a

VA:Re7.1.6a Compare and discuss the use of collage by various artists.
VA:Re7.2.6a
VA:Re8.1.6a
VA:Re9.1.6a

VA:Cr1.1.6a Explore and develop various collage techniques, including: pastes and
VA:Cr2.1.6a glues; cutting, scoring, and folding techniques; and creative use of
VA:Cr2.2.6a materials.
VA:Cr3.1.6a

Unit Essential Questions

- How can I utilize collage materials and techniques to represent my subject, mood, or theme?

Scope and Sequence

Teaching and learning activities will be selected from:

- Discovering how artists convey a mood and theme through collage
- Creating a collage
- Demonstrating the ability to critique one's own and others' collage

Assured Learner Experiences

- Each student will investigate the use of collage by various artists throughout history via completion of an original collage.
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 4-6 class periods

GRADE 7 COURSE DESCRIPTION

Visual Arts Grade 7 will continue to develop students' utilization of skills learned in grade six to gain a more in-depth understanding of the elements and principles of art and design. In addition, there will be an increased emphasis on the understanding, appreciating, analyzing, and discussion of art, which will continue as an integral part of the learning process.

Students will create works in three-dimensional construction, painting, and drawing, with a specific focus on perspective, color theory, and portraiture. Lessons will continue to include the study of both art history and artistic styles and traditions. Students will continue to develop their skills in discussing and analyzing others' work as well as their own.

Students will be called upon to use reading, writing, and math skills to increase and develop their art understanding and to use higher-order thinking skills to make important problem-solving artistic decisions.

GRADE 7, UNIT 1

Three-Dimensional Sculpture

Unit Goals

At the completion of this unit, students will:

VA:Cr1.1.7a Expand knowledge of and express ideas through three-dimensional forms
VA:Cr1.2.7a employing the use of three-dimensional artistic media and their
VA:Cr2.1.7a corresponding techniques and terminology.
VA:Cr2.3.7a
VA:Cr3.1.7a

VA:Re7.2.7a Use subjects, symbols, themes, and design elements to communicate
intended meaning within a sculpture.

VA:Re8.1.7a Understand how form in a sculpture can elicit a specific meaning.

Unit Essential Questions

- What do I wish to convey with my chosen material?
- Does my sculpture reflect my intended meaning and theme?

Scope and Sequence

Teaching and learning activities will be selected from:

- Identifying how artists implement the various hand-building techniques of three-dimensional clay sculptures
- Knowing and performing the additive method of clay technique
- Knowing and applying the subtractive method of clay technique
- Knowing the differences between sculptural relief and three-dimensional sculpture, and applying one or both of these forms of sculpture to a work of art in clay
- Knowing the differences between coil and slab, and knowing how to utilize these techniques in a work of art in clay
- Conveying original ideas and creative thinking through learned three-dimensional processes with clay
- Conveying original ideas and creative thinking through learned three-dimensional processes with paper
- Conveying original ideas and creative thinking through learned three-dimensional processes with paper mâché, including the implementation of a wire frame
- Conveying original ideas and creative thinking through implementing wood as an artistic medium in an assemblage

- Discovering how artists convey a mood and theme through various artistic media in three-dimensional sculptures
- Demonstrating the ability to critique one's own and others' three-dimensional sculpture

Assured Learner Experiences

- Each student will explore and refine hand building techniques in clay via completion of a clay sculpture in the round.
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 4-8 class periods

GRADE 7, UNIT 2

Painting

Unit Goals

At the completion of this unit, students will:

- VA:Cr2.3.7a Identify primary, secondary, and complementary color schemes, and changes in intensity and value of colors.
- VA:Cr2.1.7a Mix secondaries, tertiaries, tints, and shades with accuracy.
- VA:Cr2.1.7a Continue to develop painterly skills and techniques.
- VA:Cr2.3.7a Select and use elements and principles of design to improve communication of one's own artistic ideas in painting.
- VA:Re7.2.7a Compare the uses of color by artists from various art movements.

Unit Essential Questions

- How can primary colors be mixed for secondaries and tertiaries?
- How can I elicit a specific mood in a painting?
- How can I change the intensity of a hue with paint?
- Do my chosen paint/glaze colors for my sculpture express my intended mood or theme?

Scope and Sequence

Teaching and learning activities will be selected from:

- Identifying how artists implement the various uses of color schemes in a painting
- Developing a painting integrating knowledge of the color wheel, and implementing accurate color mixing with paint
- Developing a painting integrating knowledge of color theories such as tinting, shading, analogous, complementary, warm, and cool color schemes
- Displaying proper use and control of paintbrushes, conveying good craftsmanship
- Demonstrating the ability to critique one's own and others' painting

Assured Learner Experiences

- Each student will identify and mix paint for secondaries, tertiaries, and complementary colors.
- Each student will understand changes in intensity and value of colors, and mix paint for tints and shades.
- Each student will participate in class discussion comparing artists' uses of color in specific works of art.

- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 4-8 class periods

GRADE 7, UNIT 3

Drawing

Unit Goals

At the completion of this unit, students will:

- | | |
|-------------|---|
| VA:Cr2.3.7a | Explore and develop an understanding of the rules of perspective when creating a one- or two-point perspective drawing. |
| VA:Cr2.3.7a | Use knowledge of elements and principles of design and the arrangement of visual characters when creating a design. |
| VA:Cr2.3.7a | Apply knowledge of correct proportions and facial feature development when creating a portrait. |
| VA:Cr2.1.7a | Demonstrate proper use of pencil or charcoal for illustration of values and textures. |
| VA:Re8.1.7a | Compare the attributes of different styles of visual communication (e.g., Cubism, Surrealism, Non-figurative). |

Unit Essential Questions

- How do master artists employ the rules of perspectives into their artwork?
- How can I apply perspective in my work?
- To what extent is my portrait drawing proportionate?
- Does my artwork reflect my knowledge of elements and principles of design?

Scope and Sequence

Teaching and learning activities will be selected from:

- Identifying how artists implement perspective in a work of art
- Discovering how artists create the illusion of depth in facial features of a portrait
- Developing a drawing integrating knowledge of one- or two-point perspective, or aerial-view perspective
- Developing a drawing showing correct facial proportions
- Displaying proper use and control of graphite pencils as an artistic medium, conveying good craftsmanship
- Displaying proper use and control of charcoal as an artistic medium, conveying good craftsmanship
- Demonstrating the ability to critique one's own and others' drawing

Assured Learner Experiences

- Each student will apply his/her knowledge of design, perspective, and portraiture via completion of a portrait drawing and a perspective drawing.
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 4-8 class periods

GRADE 8 COURSE DESCRIPTION

Visual Arts Grade 8 will provide students the artistic tools to creatively meet the challenges and opportunities of this age. Students will be expected to utilize and apply all former elementary and middle school knowledge towards the creation of complex works of art.

The goal of this year's curriculum will be to anticipate and respond to the future needs of the student. Students will be made aware of the historical aspects of art and architecture. Coursework will focus on observation, interpretation, and production and will include three-dimension work, drawing and painting, and art history exploration.

GRADE 8, UNIT 1

Three-Dimensional Sculpture

Unit Goals

At the completion of this unit, students will:

- VA:Re8.1.8a Recognize and combine artistic form and function in a three-dimensional clay piece.
- VA:Cr1.1.8a Expand knowledge and express ideas through three-dimensional forms
VA:Cr2.1.8a employing the use of three-dimensional artistic media and its
VA:Cr3.1.8a corresponding techniques and terminology.
- VA:Re7.2.8a Use subjects, symbols, themes, and design elements to communicate intended meaning within a sculpture.
- VA:Re7.1.8a Understand the diverse characteristics of three-dimensional sculpture from various historical periods, artistic movements, and cultures.

Unit Essential Question

- How do I construct my intended meaning with my chosen material?

Scope and Sequence

Teaching and learning activities will be selected from:

- Identifying how artists implement the various hand-building techniques in specific three-dimensional clay sculptures
- Identifying how artists convey a mood or theme in three-dimensional clay sculptures
- Creating an open form with functional and sculptural characteristics by applying learned three-dimensional processes with clay
- Conveying original ideas and creative thinking through learned three-dimensional processes with paper mâché, including the implementation of a wire frame
- Conveying original ideas and creative thinking through implementing wood as an artistic medium in an assemblage
- Discovering how artists convey a mood and theme through various artistic media in three-dimensional sculptures
- Demonstrating the ability to critique one's own and others' three-dimensional sculpture

Assured Learner Experiences

- Each student will explore and refine hand building techniques in clay via completion of an open form with functional and sculptural characteristics
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 4-8 class periods

GRADE 8, UNIT 2

Drawing and Painting

Unit Goals

At the completion of this unit, students will:

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|---|---|
| VA:Cr2.3.8a | Demonstrate detail and refinement in the presentation of their own drawing and/or painting work. |
| VA:Cr2.1.8a | Demonstrate increased personal expression in their own drawing and/or painting work. |
| VA:Cr1.2.7a
VA:Cr2.3.8a
VA:Pr4.1.8a | Employ elements and principles of design and reflect upon their effort in their own drawing and/or painting work. |
| VA:Re7.1.8a | Know different methods and styles of visual communication (e.g., Realism, Impressionism, Cubism, Non-figurative) and employ them to communicate their own ideas in drawing and/or painting. |
| VA:Cr2.1.8a
VA:Cr2.3.8a | Intentionally utilize the characteristics of art media, techniques, and processes to enhance communication of their own ideas in drawing and/or painting. |

Unit Essential Questions

- To what extent does my artwork convey the mood and theme I initially intended to convey?
- To what extent have I created the illusion of depth in my two-dimensional work of art?

Scope and Sequence

Teaching and learning activities will be selected from:

- Deconstructing a composition into foreground, mid-ground, and background to demonstrate depth in a two-dimensional work of art
- Creating a two-dimensional work of art related to styles/genres of particular artists
- Using oil pastels to create painterly effects
- Applying understanding of color theory to a two-dimensional work of art through proper blending techniques with oil pastels
- Applying understanding of color theory to a two-dimensional work of art through proper blending techniques with color pencils
- Creating an acrylic painting employing knowledge of texture, values, color mixing, and brushwork
- Applying painting skills to various three-dimensional projects with acrylic paint or glaze

- Demonstrating the ability to critique one's own and others' two-dimensional works of art

Assured Learner Experiences

- Each student will create an acrylic painting demonstrating knowledge of color mixing, depth, and texture
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 4-8 class periods

GRADE 8, UNIT 3

Art History

Unit Goals

At the completion of this unit, students will:

- | | |
|---|---|
| VA:Re7.1.8a | Explore the lives and events surrounding and influencing various famous artists. |
| VA:Re7.1.8a
VA:Re7.2.8a
VA:Re8.1.8a | Discover and understand ways in which artists choose to express themselves. |
| VA:Cr7.1.8a | Understand how historical events influence, and are influenced by, works of art. |
| VA:Re8.1.8a | Recognize, understand, and apply elements and principles of art and design as well as artists' techniques to their own work. |
| VA:Re7.1.8a
VA:Re7.2.8a
VA:Re8.1.8a | Study a specific artist in depth, including that artist's style, techniques, and contributions to art history. |
| CCSS.ELA-Literacy.WHST.6-8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-Literacy.WHST.6-8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| CCSS.ELA-Literacy.WHST.6-8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| CCSS.ELA-Literacy.WHST.6-8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| CCSS.ELA-Literacy.WHST.6-8.9 | Draw evidence from informational texts to support analysis, reflection, and research. |

CCSS.ELA-Literacy.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ISTE Knowledge Constructor
(Standard 3)

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How are an artist and his/her work affected by the world events and times in which the artist lives?
- How does my own art reflect and influence culture?
- To what extent does my own artwork elicit my intended genre of art?

Scope and Sequence

Teaching and learning activities will be selected from:

- Complete a research project on a famous artist of each student's choice, including presentation in oral and/or written form
- Researching a famous artist and completing an independent work of art in the style of that artist
- Producing preliminary sketches supporting independent project development from initiation to completion
- Demonstrating the ability to critique one's own and others' works of art

Assured Learner Experiences

- Each student will investigate a chosen artist for specified information.
- Each student will consider other artists' styles, and incorporate them into his/her own artwork.
- Each student will engage in self- and peer-evaluation and critique.

Time Allotment

- Approximately 4-8 class periods

INSTRUCTIONAL STRATEGIES

- Utilizing of background knowledge from elementary school art experience and building upon that knowledge
- Class discussions on various works of three-dimensional art
- Teacher modeling and demonstration of three-dimensional techniques with chosen artistic media
- Displaying and discussion of key vocabulary terms
- Use of visual directions
- Tactile, concrete experiences with chosen artistic media
- Critique of work independently, in small groups, and /or with the whole class

ASSESSMENT/EVALUATION METHODS

- Student class contribution
 - Involvement in whole class discussions
 - Involvement in clean-up procedures
 - Participation in demonstrations of proper use of artistic media
- Projects
 - Ongoing teacher visual observation of student conduct and work
 - Pre- and post-assessments
 - Student self-assessment rubrics and/or reflections
 - Teacher-generated rubrics
 - Individual, small-group, and/or whole-class critiques

SAMPLE STUDENT ASSESSMENT

- Visual Arts Grade 8 Pre- and Post-Assessment for Acrylic Nature Painting (attached)

**VISUAL ARTS GRADE 8 PRE- AND POST-ASSESSMENT FOR
ACRYLIC NATURE PAINTING**

Name _____ Date _____ Period _____

Define the following words as they apply to art:

Reference photo –

Palette –

Canvas –

Hue –

Value –

Shade –

Tint –

Complementary color –

Analogous color –

Intensity –

Aerial perspective --

Depth –

Texture –

Brush Stroke –

Fan brush –

Stippling –

Gradation –

Dry brush –

Flick up –

RESOURCES

Print Resources:

- *Arts and Activities*, Publishers Development Corporation
- *Scholastic Art Magazine*, Scholastic Books
- *School Arts Magazine*, Davis Publication
- Mittler, Gene, and Rosalind Ragans. *Exploring Art: Teacher's Wraparound Edition*. New York: Glencoe, 1999.

Web Resources:

- Getty Museum. <http://www.getty.edu/art/gettyguide>.
- The Griswold Museum, Old Lyme. <http://www.FlorenceGriswoldMuseum.org>.
- The Louvre. <http://www.louvre.fr/en>.
- Metropolitan Museum of Art, New York City. <http://www.metmuseum.org>.
- Museum of Fine Arts, Boston. <http://www.mfa.org>.
- Museum of Modern Art, New York City. <http://www.moma.org>.
- National Gallery of Art, Washington, DC. <http://www.nga.gov/>.
- Smithsonian Art Museum, Washington, DC. <http://americanart.si.edu/>.
- “da Vinci – The Genius.” Museum of Science, Boston.
<http://www.mos.org/sln/Leonardo/LeoHomePage.html>.
- Wadsworth Atheneum, Hartford. <http://www.wadsworthatheneum.org/>.

APPENDIX A

The Elements and Principles of Art and Design

ELEMENTS OF ART – We use all of the **elements** when making art.

COLOR – **Hue** is the name of the color (red, yellow, etc.)

Intensity is how bright or dull the color is.

Value is how light or dark a color is.

LINE – Lines can be thick, thin, wavy, curly, etc. Lines bring feeling and energy to a design.

SHAPE – A flat, enclosed area that has length and width. Shapes are made with line or color.

FORM – 3-Dimensional and takes up space.

SPACE – 3-Dimensional artists work with real space because their work is 3-dimensional. Painters show the illusion of space. Artists pay attention to both positive (the object) and negative (the space around the object) space.

TEXTURE – Roughness, smoothness, coarseness, etc. Sculptures work in **actual** texture by working on the surface of their work, whereas painters work in **implied** texture – they make it look like texture.

VALUE – Light and dark. Paintings are made up of dark, middle, and light areas.

PRINCIPLES OF ART – These describe the ways in which artists arrange the **elements** of art in their work.

BALANCE – A way of combining elements of art.

SYMMETRICAL – Even distribution of visual weight around a center (radial symmetry) or on each side.

ASYMMETRICAL – A larger mass on one side that balances with smaller, contrasting, or intense color on the other side.

CONTRAST – Using **elements** to create variety so the artwork is not monotonous or boring.

EMPHASIS – Focusing on one or more of the **elements** to create a Center of Interest.

HARMONY/UNITY – Agreeable combination of visual effects by blending **elements/principles**.

REPETITION/PATTERN – The use of repeated motifs, color, shapes, etc. to decorate the surface of the artwork.

RHYTHM – Established when the **elements** are repeated, causing the eye to move throughout the artwork.

MOVEMENT – Used by artists to direct the eye along the artwork. Can be done with line, color, shape, etc.

APPENDIX B

Visual Arts Grade 6 Sample Lesson Plan with Rubric

Grade 6, Unit 2 Topic: Non-figurative Watercolor

Lesson Duration: 5 class periods

Essential Question:

- How does an artist use watercolor as an expressive medium?

Learner Background:

Prior to Visual Arts Grade 6, students developed elementary watercolor skills. The purpose of this project is to build upon prior knowledge of watercolor techniques learned at the elementary level. This lesson encompasses a more mature and thoughtful approach to problem solving for a finished and pleasing composition. Students are now able to experiment with the medium in a looser way. They can explore color mixing and watercolor techniques implementing a looser, more experimental type of painting.

Student Learning Objectives:

- Students will learn and experiment with three watercolor techniques – Wet-on-Wet, Wet-on-Dry, and Dry-on-Dry – culminating in two pleasing abstract watercolor compositions.
- Students will discover how artists choose to express themselves.
- Students will recognize, understand, and apply elements of art and principles of design to their own artwork.
- Students will apply knowledge of proper use and care of relevant tools, including paper, brushes, and paint.
- Students will critique, discuss, and analyze each other's paintings.

Content:

- Watercolor Techniques: Wet-on-Wet, Wet-on-Dry, Dry-on-Dry
- Color Theory
- Elements and Principles of Design
- Art History: Abstract/Non-figurative Art, Modern Art
- Artwork of Wassily Kandinsky, Helen Frankenthaler, and Wayne Roberts
- Art Criticism

Student Learning Activities:

Initiation:

- Teacher will facilitate a whole-group discussion comparing and contrasting abstract watercolor compositions.

Lesson Development:

- Teacher will model 3 different watercolor techniques: wet-on-wet, wet-on-dry, and dry-on-dry.
- Students will practice 3 different watercolor techniques and compositions for two final watercolor paintings.

- Students will complete two final non-figurative watercolor paintings.
- Students will reflect upon composition, color, and intended mood and/or theme of each painting through a written reflection.

Closure:

- Teacher will initiate a critique of student work.

Assessments:

- Ongoing teacher visual observation of student conduct and work
- Individual, small-group, and whole-class critiques
- Teacher-generated rubric

Visuals/Materials:

- Wassily Kandinsky watercolor paintings *Study for Painting with White Lines* (1913) and *Small Pleasures* (1913)
- Wayne Robert's website and various watercolor paintings
- Three Crystal Productions posters: *Watercolor Dry Brush*, *Watercolor Wet-on-Wet*, *Watercolor Wet-on-Dry*.
- Examples of watercolor techniques painted by the art instructor
- 9"x12" white drawing paper, 9"x12" watercolor paper, watercolor brushes, watercolor paints

Non-figurative Watercolor Rubric

<p>Targeted Knowledge</p>	<p align="center">Excelling: 4 Student demonstrates an in-depth understanding of the targeted knowledge and processes through exemplary applications of the project.</p>	<p align="center">Meeting: 3 Student demonstrates proficiency with the targeted knowledge and skills for the project.</p>	<p align="center">Approaching: 2 Student is progressing toward proficiency with the targeted knowledge and skills for the project.</p>	<p align="center">Beginning: 1-0 Student demonstrates minimal understanding of the targeted knowledge and skills for the project.</p>
<p><i>Conduct/Effort:</i> Perseveres and attempts quality work. <i>Engagement:</i> Participates and listens. <i>Responsibility:</i> Follows rules and directions.</p>				
<p><i>Technique:</i> Paintings clearly depict the 4 watercolor techniques taught.</p>				
<p><i>Color:</i> Two colors are clearly blended to show a third color from the color wheel in at least one composition.</p>				
<p><i>Composition:</i> The student created overall pleasing compositions in the two watercolor paintings. The placement of color on paper, the use of positive and negative space, and the implementation of brushstrokes & textures are thoughtfully executed and well balanced.</p>				

Visual Arts Grade 7 Sample Lesson Plan with Rubric

Grade 7, Unit 3 Topic: Portrait Pencil Rendering

Lesson Duration: 4 class periods

Essential Question:

- To what extent is my portrait drawing proportionate?

Learner Background:

Building upon prior knowledge of self-portrait techniques learned at the elementary school level, Visual Arts Grade 7 students can explore more refined pencil rendering techniques for value and texture. Students can now be involved in a more mature and thoughtful approach to problem solving for a finished and pleasing self-portrait.

Student Learning Objectives:

- Students will discover how specific artists chose to express themselves in self-portrait.
- Students will apply knowledge of correct proportions and facial features in their own self-portraits.
- Students will demonstrate how to use the pencil for different effects in value and texture.
- Students will critique, discuss, and analyze each other's self-portraits.

Content:

- Knowledge of correct proportions and facial feature development when creating a portrait
- Pencil rendering techniques for value and texture
- Art History
- Art Criticism

Student Learning Activities:

Initiation:

- Students will observe themselves in the mirror and each draw a self-portrait to the best of their ability, using previous knowledge from elementary school. This pre-assessment can show later growth when the final self-portrait is assessed.
- Teacher will facilitate a whole-group discussion on how artists such as Frida Kahlo, Albrecht Durer, Vincent van Gogh, and Chuck Close chose to express themselves in self-portrait.
- Teacher will facilitate a whole-group discussion on famous portraits from the masters, including Rembrandt and da Vinci, focusing on values of facial features.

Lesson Development:

- Teacher will demonstrate how to draw a self-portrait, shoulders and up, in a proportionate way.
- Teacher will demonstrate how to use the pencil for different effects in value and texture.
- Students will observe themselves in the mirror and each draw a final self-portrait on white 9"x12" drawing paper, employing proper use of proportion, proper shape of facial features, and pencil rendering for value and texture.

Closure:

- Teacher will initiate a critique of student work.

Assessments:

- Ongoing teacher visual observation of student conduct and work
- Individual, small-group, and whole-class critiques
- Teacher-generated rubric

Visuals/Materials:

- Art prints of self-portraits of Frida Kahlo, Albrecht Durer, Vincent van Gogh, and Chuck Close
- Art prints of portraits by Rembrandt (*Self-Portrait* (1660)) and da Vinci (*Mona Lisa* (1503))
- Examples of grade 7 self-portraits in pencil
- 9"x12" manila paper, 9"x12" white drawing paper, drawing pencils, erasers, mirrors

Self-Portrait Pencil Rendering Rubric

	Excelling: 4	Meeting: 3	Approaching: 2	Beginning: 1-0
Targeted Knowledge	Student demonstrates an in-depth understanding of the targeted knowledge and processes through exemplary applications of the project.	Student demonstrates proficiency with the targeted knowledge and skills for the project.	Student is progressing toward proficiency with the targeted knowledge and skills for the project.	Student demonstrates minimal understanding of the targeted knowledge and skills for the project.
<p>Conduct/Effort: Perseveres and attempts quality work.</p> <p>Engagement: Participates and listens.</p> <p>Responsibility: Follows rules and directions.</p>				
<p>Technique: Drawing demonstrates all portrait features correctly, in a symmetrical way and in proportion, using guidelines as a useful tool.</p>				
<p>Color: Uses graphite pencils for rendering a distinct array of values, creating a 3-D illusion for each facial feature.</p>				
<p>Composition: Self-portrait is expertly executed, demonstrating neat craftsmanship. Drawing and rendering are neat and clean in all areas. Great care is shown in the presentation of the work.</p>				

Visual Arts Grade 8 Sample Lesson Plan with Rubric

Grade 8, Unit 2 Topic: Acrylic Nature Painting

Lesson Duration: 5-6 class periods

Essential Question:

- To what extent have I created the illusion of depth in my painting?

Learner Background:

The purpose of this project is for students to build upon their prior knowledge of painting and color mixing techniques learned in Visual Arts Grade 7. For 2-D paintings, students primarily used tempera paints on board or drawing paper. In Visual Arts Grade 8, students have become more familiar with the qualities of acrylic paints, and how to incorporate them into a painting on canvas. Students have been learning more advanced color mixing and brushwork skills, so this series of lessons presents a more mature and thoughtful approach to problem solving for a finished and pleasing composition.

Student Learning Objectives:

- Students will learn acrylic painting brushwork techniques and color mixing techniques demonstrating texture, value, and the illusion of depth in a painting.
- Students will discover how master artists from various genres depict color and texture through brushwork in a landscape or seascape.
- Students will apply knowledge of proper use and care of relevant tools, including paper, brushes, and paint.
- Students will critique, discuss, and analyze each other's paintings.

Content:

- Acrylic painting: employing knowledge of texture, value, color mixing, and brushwork
- Color Theory
- Art History: Impressionist, Post-Impressionist, and Regionalism artists
- Art Criticism

Student Learning Activities:

Initiation:

- Students will take a pre-assessment based on acrylic nature painting.
- Teacher will facilitate a whole-group discussion comparing and contrasting how master artists from various genres depict color and texture for a specific mood and theme through brushwork in a landscape or seascape.
- Students will observe other grade 8 student acrylic nature paintings for use of color, brushwork, and theme.

Lesson Development:

- At one table, teacher will present the materials to be used (i.e., acrylic paint, paper pallets, canvas, fan brushes, round- and flat-tip brushes).
- At another table, teacher will model various acrylic painting techniques, color mixing, and use of various types of acrylic brushes for various effects.

- Students will view several YouTube videos demonstrating acrylic painting techniques for trees with fan brushes, and clouds with fan brushes and the dry-brush technique.
- Students will select nature pictures of their choice, either landscape or seascape.
- Students will sketch in pencil on canvas a simple outline for the painting in graphite.
- Students will implement acrylic paintings techniques, plus any additional techniques of their own, for their completed landscape or seascape acrylic paintings.

Closure:

- Teacher will initiate a critique of student work.

Assessments:

- Ongoing teacher visual observation of student conduct and work
- Individual, small-group, and whole-class critiques
- Teacher-generated rubric

Visuals/Materials:

- Various acrylic paintings: Impressionist (Monet), Post-Impressionist (van Gogh, Seurat), and Regionalism artists (Wood, Cole, Benton)
- YouTube videos: *Improve Your Acrylic Painting with Terry Harrison*, *Bob Ross – Painting Clouds*, *Bob Ross – Painting an Evergreen Tree*
- Magazines, calendars, and other printed materials illustrating a subject, landscape or seascape
- Canvas board, pencils, acrylic paints, fan, round- and flat-tipped acrylic brushes of assorted sizes, pencil pallets, paper towels, water

Acrylic Nature Painting Rubric

	Excelling: 4	Meeting: 3	Approaching: 2	Beginning: 1-0
Targeted Knowledge	Student demonstrates an in-depth understanding of the targeted knowledge and processes through exemplary applications of the project.	Student demonstrates proficiency with the targeted knowledge and skills for the project.	Student is progressing toward proficiency with the targeted knowledge and skills for the project.	Student demonstrates minimal understanding of the targeted knowledge and skills for the project.
<p>Conduct/Effort: Perseveres and attempts quality work.</p> <p>Engagement: Participates and listens.</p> <p>Responsibility: Follows rules and directions.</p>				
<p>Technique: Painting is expertly executed; student thoughtfully applied the paint onto the canvas. Different brushstrokes were implemented for different textures, and layers of paint applied where necessary.</p>				
<p>Color: Color mixing for proper hues, values, and intensities is accurate, creating the illusion of volume and depth in the painting. Color mixing was done on the palette and/or directly on the canvas.</p>				
<p>Composition: Neat craftsmanship is evident. Great care was taken in the application of paint to the canvas, and in the presentation of the work.</p>				