



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Art (Grade 8)

### **Course Description:**

The curriculum for this course is developed from the [Wisconsin Standards for Art and Design](#). This course is an elective offered to all eighth grade students. Students are expected to demonstrate increasing awareness and competence in the elements and principles of art. Eighth grade art students will learn through project-based learning, exposure to art history, art vocabulary, and color theory. Artistic literacy is developed in eighth grade art as the knowledge and understanding necessary to participate authentically in art. The curriculum supports a framework of four fundamental creative practices in the arts: imagination, investigation, construction and reflection (NCAS, 2016). Grades will be determined by student completion of formative and summative assessments. The information in this course overview outlines what students should understand and be able to do by the end of the semester (18 weeks). This course can be taken for one or two semesters (half or all of the school year).

### **Mastery Standards:**

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of design. (D.D.Cr.7.m)

Plan Develop original solutions through exploration and practice. (D.D.Cr.8.m)

Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship. (D.D.Cr.9.m)

Standard 2 - PRESENT: Students will develop, refine, and convey meaning through the presentation and production of artistic work.

Develop Meaning Convey meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives. (D.D.Pr.7.m)

Communicate Communicate the contextual meaning of artwork in written and verbal statements. (D.D.Pr.8.m)

Share Curate and exhibit a portfolio of work to convey artistic importance or meaning. (D.D.Pr.9.m)

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

Describe Describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary. (D.D.R.11.m)

Analyze Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions. (D.D.R.12.m)

Interpret Interpret the formal and expressive qualities in a work of art or design and integrate those qualities into their own work. (D.D.R.13.m)

Inquire Compare and contrast the intent of art based on an analysis of subject matter, details, media, and context. (D.D.R.14.m)

Evaluate Create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals. (D.D.R.15.m)

Standard 4 - CONNECT: Students will relate their artistic work with prior experience and external context.

Interdisciplinary Analyze works of art and design that illustrate interdisciplinary perspectives. (D.D.Cn.7.m)

Career Connections Analyze art and design processes in a variety of careers. (D.D.Cn.8.m)

Cultural, Social, and Historical Awareness Analyze how art and design, and viewers' responses to them, have been influenced by the times, places, traditions, and cultures. (D.D.Cn.9.m)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Creating</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>What conditions, attitudes, and behaviors support</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <p><b>Artistic Voice (AV)</b></p>

<p>creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <ul style="list-style-type: none"> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>• How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> <li>• How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>	<ul style="list-style-type: none"> <li>• I can express ideas, moods and feelings through my work</li> </ul> <p><b>Technical Skill (TS)</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate a good understanding of the elements and principles of art and include them in my artwork with a good level of craftsmanship</li> <li>• I know the proper use of materials and tools to create artwork</li> </ul> <p><b>Creative Process (CP)</b></p> <ul style="list-style-type: none"> <li>• I can use ideas, techniques and problem solving in my creative process</li> <li>• I can examine the influence my choices have on the result</li> </ul> <p><b>Historical and Cultural Perspectives (HC)</b></p> <ul style="list-style-type: none"> <li>• I can identify several art occupations and make connections between the arts and daily life</li> <li>• I can identify how the arts relate to social, cultural and technological advancements</li> <li>• I know how to research, recognize and identify the historical, cultural and/or societal influences on artists and impact the creation of the work</li> </ul> <p><b>Aesthetics/Criticism (AC)</b></p> <ul style="list-style-type: none"> <li>• I can identify and describe the creative process of various artists, art forms and/or art disciplines</li> <li>• I can discuss artwork using art vocabulary, tools and techniques. I can relate them to the ideas, emotions, and overall impact of a piece of artwork.</li> <li>• I can connect art vocabulary, art design and techniques to work in other content areas</li> </ul> <p><b>Critique/Evaluation (CE)</b></p> <ul style="list-style-type: none"> <li>• I can evaluate my own work by talking about it and in writing</li> </ul>
<p><b>Unit Title: Presenting</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</li> <li>• What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>• What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><b>Artistic Voice (AV)</b></p> <ul style="list-style-type: none"> <li>• I can express ideas, moods and feelings through my work</li> </ul> <p><b>Creative Process (CP)</b></p> <ul style="list-style-type: none"> <li>• I can use ideas, techniques and problem solving in my creative process</li> <li>• I can examine the influence my choices have on the result</li> </ul> <p><b>Historical and Cultural Perspectives (HC)</b></p> <ul style="list-style-type: none"> <li>• I can identify several art occupations and make connections between the arts and daily life</li> <li>• I can identify how the arts relate to social, cultural and technological advancements</li> <li>• I know how to research, recognize and identify the historical, cultural and/or societal influences on artists and impact the creation of the work</li> </ul> <p><b>Aesthetics/Criticism (AC)</b></p> <ul style="list-style-type: none"> <li>• I can identify and describe the creative process of various artists, art forms and/or art disciplines</li> <li>• I can discuss artwork using art vocabulary, tools and techniques. I can relate them to the ideas,</li> </ul>

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<p><b>Unit Title: Responding</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</li> <li>• What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> <li>• What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary's help us understand and interpret works of art?</li> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><b>Artistic Voice (AV)</b></p> <ul style="list-style-type: none"> <li>• I can express ideas, moods and feelings through my work</li> </ul> <p><b>Creative Process (CP)</b></p> <ul style="list-style-type: none"> <li>• I can use ideas, techniques and problem solving in my creative process</li> <li>• I can examine the influence my choices have on the result</li> </ul> <p><b>Historical and Cultural Perspectives (HC)</b></p> <ul style="list-style-type: none"> <li>• I can identify several art occupations and make connections between the arts and daily life</li> <li>• I can identify how the arts relate to social, cultural and technological advancements</li> <li>• I know how to research, recognize and identify the historical, cultural and/or societal influences on artists and impact the creation of the work</li> </ul> <p><b>Aesthetics/Criticism (AC)</b></p> <ul style="list-style-type: none"> <li>• I can identify and describe the creative process of various artists, art forms and/or art disciplines</li> <li>• I can discuss artwork using art vocabulary, tools and techniques. I can relate them to the ideas, emotions, and overall impact of a piece of artwork.</li> <li>• I can connect art vocabulary, art design and techniques to work in other content areas</li> </ul> <p><b>Critique/Evaluation (CE)</b></p> <ul style="list-style-type: none"> <li>• I can evaluate my own work by talking about it and in writing</li> </ul>
<p><b>Unit Title: Connecting</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> <li>• How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><b>Creative Process (CP)</b></p> <ul style="list-style-type: none"> <li>• I can use ideas, techniques and problem solving in my creative process</li> <li>• I can examine the influence my choices have on the result</li> </ul> <p><b>Historical and Cultural Perspectives (HC)</b></p> <ul style="list-style-type: none"> <li>• I can identify several art occupations and make connections between the arts and daily life</li> <li>• I can identify how the arts relate to social, cultural and technological advancements</li> <li>• I know how to research, recognize and identify the historical, cultural and/or societal influences on artists and impact the creation of the work</li> </ul> <p><b>Aesthetics/Criticism (AC)</b></p> <ul style="list-style-type: none"> <li>• I can identify and describe the creative process of various artists, art forms and/or art disciplines</li> <li>• I can discuss artwork using art vocabulary, tools and techniques. I can relate them to the ideas,</li> </ul>

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<p><b>Unit Title: Visual Literacy</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What are the elements of art? How are the elements of art used to create art?</li> <li>• What are the principles of art? How are the principles of art used to create art?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><b>Artistic Voice (AV)</b></p> <ul style="list-style-type: none"> <li>• I can express ideas, moods and feelings through my work</li> </ul> <p><b>Aesthetics/Criticism (AC)</b></p> <ul style="list-style-type: none"> <li>• I can identify and describe the creative process of various artists, art forms and/or art disciplines</li> <li>• I can discuss artwork using art vocabulary, tools and techniques. I can relate them to the ideas, emotions, and overall impact of a piece of artwork.</li> <li>• I can connect art vocabulary, art design and techniques to work in other content areas</li> </ul>