

VISUAL ARTS DEPARTMENT

ART 2 EXPLORATORY: GRADE 8

Department Contact Information

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The Department's Educational Philosophy

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

Guiding Principles

The art curriculum does the following:

- emphasizes development of students' skills and understanding of creating and responding;
- teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics;
- enables students to apply both imagination and rational thinking to the making of art;
- enables students to invent and explore multiple solutions to a problem;
- enables students to understand the value of reflection and critical judgment in creative work;
- promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts;
- facilitates positive peer interaction, including receiving and using feedback;
- encourages self-motivation to create and problem solve;
- uses artistic literacy as a natural enhancement to learning in other content areas;
- fosters positive attitudes toward art and opinions of other artists;
- uses a variety of assessment methods to evaluate what students know and are able to do;
- introduces career possibilities.

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Course Frequency: Meets every day for a quarter of the year (45 class meetings)

Credits Offered: None

Prerequisites: Art I

Background to the Curriculum

Before 1995 Art II was a full-year elective course. Since 1995, when it became a half-year elective course, Art II has had many iterations. The following school year it became a required exploratory program for grade 8 students, meeting every other day for a third of the year, and later, when enrollment increased, it became a quarter-year course. Although almost all grade 8 students continued to take Art II as a required exploratory, for at least one year a project-based team had no scheduled art period but worked with the art teacher to do special projects. Presently Art II is a required exploratory course that all grade 8 students take for a quarter of the year.

Core Topics/Questions/Concepts/Skills

Students will explore the idea that art is a visual language that comes complete with a distinct vocabulary (The Elements and Principles of Art) that can be manipulated by the individual to convey a message, idea or feeling. Students will make this discovery by talking about, viewing, critiquing and creating art in a variety of mediums. The core concept of this course is that students leave the Art II program understanding an artist's role in society, past and present, as well as realizing that art is a valid form of self-expression and creative problem solving.

- Elements of Design Unit: Review of Elements/Introduction To Principles
- Life Drawing Unit: Proportion Human Face
- Painting Unit: Illustrating a Concept
- Narrative Sculpture Unit
- Computer Art Unit: Unity and Balance

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>1] Elements of Design Unit: Review of Elements/Introduction to Principles</p> <ul style="list-style-type: none">• Students will become familiar with the language/vocabulary of visual art.• Emphasis is placed on visual discovery exercises that produce an opportunity for students to make their own connections to the visual language.	<p>4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing.</p> <p>5.5 Demonstrate the ability to recognize and describe the visual, spatial and tactile characteristics of artwork.</p>
<p>2] Life Drawing Unit: Proportion/Human Face</p> <ul style="list-style-type: none">• Students will explore basic drawing approaches that will help them understand how to render objects and people more realistically.• Emphasis is placed on blind/observed self portraits, face and body mapping, drawing from observation and experimenting with different drawing implements.	<p>1.5 Expand the repertoire of 2D and 3D art processes, techniques and materials.</p> <p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools.</p> <p>2.8 For line, use and be able to identify various types of line.</p> <p>3.4 Create 2D and 3D representational artwork from direct observation.</p> <p>10.2 Apply knowledge from other disciplines in learning in and about the arts.</p>
<p>3] Painting Unit: Illustrating a Concept</p> <ul style="list-style-type: none">• Students will be exposed to different styles of painting and different paint mediums/techniques.• Emphasis is placed on care and use of materials for painting, watercolor and acrylic paint workshop exercises, and a final painting in the medium of the student's choice.	<p>1.7 Use appropriate vocabulary related to methods, techniques and materials.</p> <p>2.7 For color, be able to use and identify hues, values, intermediate shades tones, etc.</p> <p>5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas.</p> <p>8.5 Identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known arts with these styles.</p>
<p>4] Narrative Sculpture Unit</p> <ul style="list-style-type: none">• Students will recognize the challenges that face an artist when working three dimensionally.	<p>2.10 For shape, form and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms.</p>

<ul style="list-style-type: none"> • Students will create a sculptural work of art that possesses a conceptual narrative. • Emphasis is placed on research into subject matter, discovery exercise to check for conceptual understanding, drafting a two-dimensional plan and then carrying the plan out in a three-dimensional form. <p>5] Computer Art Unit: Unity and Balance</p> <ul style="list-style-type: none"> • Students will recognize that using computers is a valid way of creating art. • Students will explore the Appleworks 6 Painting Program. • Emphasis is placed on looking at Graphic Design as a process and career, working as a group to check for understanding of the Appleworks 6 Painting Program, and creating an image that has strong unity and visual balance. 	<p>3.5 Create symbolic artwork by substituting symbols for objects, relationships or ideas.</p> <p>4.5 Demonstrate the ability to describe preliminary concepts verbally, to visualize concepts in clear schematic layouts, and to organize and complete projects.</p> <p>10.2 Apply knowledge from other disciplines in learning in and about the arts.</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, etc.</p> <p>3.7 Create an artwork that shows knowledge of the ways in which craftspeople, designers . . . develop abstract symbols by simplifying elements of the environment.</p> <p>7.3 Identify and describe careers in at least one art form.</p> <p>9.4 Identify and describe examples of how contemporary artists use computer technology in their work.</p>
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Assessment

Each unit will utilize different forms of assessment. Emphasis will be placed on group critiques, written self-reflections and rubrics that will guide the Art 2 assessment process. Grading for Art 2 is Pass/Fail.

Technology and Health Learning Objectives Addressed in This Course

Students will have use of the junior high PC Lab to complete the Computer Art Unit mentioned above. Other school computers can be used for any Internet research that may be necessary to complete an assignment.

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>

Materials and Resources

A variety of books, overhead transparencies, videos and actual works of art are used as resources to introduce concepts and skills.