

VISUAL ARTS DEPARTMENT

ART ELECTIVE: GRADE 7 AND 8

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.

ART ELECTIVE: GRADE 7 AND 8

Course Frequency: Class meets every other day for a quarter of the year (22 class sessions)

Credits Offered: None

Prerequisites: None

Background to the Curriculum:

Art Elective is a new course being offered for 7th and 8th grade students during the 2008-2009 school year. Both 7th and 8th grade students are currently required to take Art I and II within the Exploratory Program. Art Elective is offered as an additional course for students who are interested in exploring the visual arts in a wider scope. Holly Vlajinac and Amanda Correiea developed this curriculum, funded by an R&D grant in the summer of 2008.

Core Topics/Questions/Concepts/Skills

In the 'Art Elective' class, 7th and 8th graders will be exposed to and guided to create/experience within 'Eight Studio Habits of Mind'*.

The 'Habits of Mind' that students will be focusing on are:

- **Develop Craft:** Technique or learning to use tools and materials. Also, learning artistic conventions (e.g., perspective, color mixing), as well as learning to care for said tools, materials and work spaces.
- **Engage and Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.
- **Envision:** Learning to picture mentally what cannot be directly observed and imaging possible next steps.
- **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.
- **Observe:** Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise may not have been seen.
- **Reflect:** Learning to think and talk with others about an aspect of one's work or working process. Learning to judge one's own work and working process, and the work of others in relation to standards of the field.
- **Stretch and Explore:** Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.
- **Understand Art World:** Learning about art history and current practice. Learning to interact as an artist with other artists (i.e., in classrooms, in local art organizations, and across the art field) and within the broader society.

*Hetland, Winner, Veenema, Sheridan. *Studio Thinking*. Teachers College Press, 2007

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>1) <u>Mixed Media Unit</u>: Artist Trading Cards (ATCs)</p> <ul style="list-style-type: none">• Students will be exposed to different mixed-media/2D techniques useful in other art mediums as well as in ATC creation.• Students will understand the value of the global artist community, exchange of ideas/concepts and the importance of experimentation/play through making small works of art.• Students will create ATCs that will explore a variety of techniques and themes in their cards and ultimately ‘trade’ their card to get the full ATC experience.• Art History Connection: Various mix-media artists; e.g., M. Vanci Stirnemann, Claudine Hellmuth, Sarah Fishburn. <p>2) <u>3-D Unit</u>: Sculptural Maskmaking (Metamorphosis)</p> <ul style="list-style-type: none">• Students will create a mask that changes or disguises ones identity.• Students will learn to create an armature.• Students will explore the possibilities of using plaster gauze molding strips to create a 3-D mask.• Students will learn craftsmanship through the construction and finishing of the mask using paint and mixed media materials.• Students will reflect and critique the work through small group discussions.	<p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools.</p> <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>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding.</p> <p>3.5 Create symbolic artwork by substituting symbols for objects, relationships or ideas.</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.</p> <p>4.4 Produce work that shows an understanding of the concept of craftsmanship.</p> <p>1.5 Expand the repertoire of 3D art processes, techniques and materials.</p> <p>1.8 Maintain the workspace, materials, and tools responsibly and safely.</p> <p>3.5 Create a symbolic artwork by substituting symbols for objects, relationships, or ideas.</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention.</p>

- Art History Connection: Masks from various cultures; e.g., African, Native American, Japanese.

3) Drawing Unit: Experimental Drawing

- Emphasis will be placed on drawing skills being a practical and important way to visually discuss and express ideas, how drawing is a learned skill, and making the student feel at ease and comfortable with their own developing drawing skills.
- Students will engage unique and exciting drawing workshop exercises that will be designed to ‘loosen’ and enlighten them to all that drawing can be.
- Students will finish the unit with a portfolio review and discussion of their artwork.
- Art History Connection: Drawings from various artists; e.g., Pablo Picasso, M.C. Escher.

- 4.4 Produce work that shows an understanding of the concept of craftsmanship.
- 5.5 Be able to describe visual, spatial, and tactile characteristics of artwork.
- 5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas.
- 7.2 Describe the role of artist in specific cultures and periods and compare similarities and differences in these roles.
- 2.8 Be able to identify various types of line.
- 2.9 Be able to differentiate between surface texture and visual texture.
- 2.10 Be able to identify an expanding and increasingly sophisticated array of shapes and forms.
- 5.5 Be able to describe visual, spatial, and tactile characteristics of artwork.
- 2.11 Create 2D compositions that give the illusion of 3D space and volume.
- 3.4 Create 2D representational artwork from direct observation.
- 4.4 Produce work that shows an understanding of the concept of craftsmanship.
- 5.5 Demonstrate the ability to recognize and describe the visual, spatial and tactile characteristics of artwork.
- 1.5 Expand the repertoire of 2D and 3D art processes, techniques and materials.
- 1.6 Create artwork that demonstrates an awareness of the range and purpose of tools.

	<p>2.8 For line, use and be able to identify various types of line.</p> <p>1.7 Use appropriate vocabulary related to methods, techniques and materials.</p>
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Assessment

Students will be graded on their portfolio of work and how well they met the requirements for each unit.

Grading for Art Elective is Pass/Fail. The art teachers use a variety of assessment strategies including small group critiques and written self-reflection.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<p><u>Course activity: skills and/or topics taught</u></p> <p>1) 2) 3)</p>	<p><u>Standard(s) addressed through this activity</u></p>

Materials and Resources

Teacher developed PowerPoint presentations, a variety of books, digital slides, prints and exemplars of actual art are used as resources to introduce concepts and skills. A range of media is explored including collage, painting, stamping, printmaking, drawing, and plaster gauze sculpture.