

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

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Curriculum Map

Visual Art Grade 8

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Classroom Procedures	Discuss and practice procedures.	Demonstrate consistency following procedures.	Website: <ul style="list-style-type: none"> http://www.theartofed.com/2010/12/06/improve-classroom-management-in-the-art-room-today/
Art Elements	Create a 2D design composition using text (e.g., letters of name, etc.). Draw a self-portrait depicting emotion through color.	Using pre and post assessments, demonstrate improved use of Elements of Art in 2D compositions. Demonstrate an understanding of 2D design compositions using the following Elements of Art: <ul style="list-style-type: none"> • Line • Shape • Color • Value • Texture • Form • Space 	Teacher and student-created examples illustrating the effective use of the elements of art and/or principles of design within works of art. Artwork/Artists: <i>Composition II in Red, Blue and Yellow</i> , Piet Mondrian <i>Woman with Parasol</i> , Monet <i>The War</i> , Chagall Websites: <ul style="list-style-type: none"> http://www.projectarticulate.org/principles.php http://www.incredibleart.org/files/elements2.htm
Media, Tools, Techniques, and Processes in 2D Design Drawing	Draw a landscape composition, using ink and a drawing tool (e.g. pen, stick, etc.) to illustrate shading techniques. Draw a single object fruit composition using a direct light source and the cross-hatching technique. Create a pencil drawing of a shoe that shows	Using pre and post assessments, demonstrate improved use of tonal shading, cross-hatching/hatching, and stippling in 2D compositions. Demonstrate an understanding of 2D drawing techniques of shading using: <ul style="list-style-type: none"> • Blending (tonal) shading 	Websites: <ul style="list-style-type: none"> http://www.tothepointdesign.com/stippling_demo.htm Artwork/Artists: <i>Iron Bridge</i> , van Gogh <i>Circus</i> , Seurat

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	the blending (tonal) technique of shading [using at least five different values].	<ul style="list-style-type: none"> Hatching/crosshatching Stippling 	
2D Design Grouped Objects	2D design still life (grouped objects) that creates the illusion of depth, incorporating the use of shape to form.	<p>Pre and Post assessment of still life illustrating growth in understanding of shape to form, compositional arrangement and value.</p> <p>Demonstrate an understanding of 2D still life (grouped objects) composition drawing by using the following compositional aspects:</p> <ul style="list-style-type: none"> Format Shape to form concepts Alignment/axis lines Blocking in Scale and proportion Positive and negative shapes/space Escaping or touching all sides-filling the picture plane Overlapping Diminishing sizes Placement on picture plane Gradation of value using tonal shading 	<p>Artwork/Artists:</p> <p><i>Still Life With Drinking Horn</i>, Willem Kalf</p> <p><i>The Lobster</i>, Arthur Dove</p> <p><i>Still Life - Fruit, Bottles</i>, William Johnson</p> <p><i>Delphiniums and Roses on Glass</i>, Carolyn Brady</p>
Figure Drawings	<p>Create gesture drawings of the human figure in different poses.</p> <p>Draw a human figure in three different poses (5 minute gestures/sketches).</p>	<p>Pre and post assessments to illustrate growth in technique for creating figurative work:</p> <ul style="list-style-type: none"> Gestural drawings Blocking in Basic forms & volume Axis lines/cross reference of axis points to determine scale and proportion and foreshortening Scale & proportion Shading 	<p>Websites:</p> <ul style="list-style-type: none"> http://drawinglab.evansville.edu/ http://drawsketch.about.com/od/drawinglessonsandtips/ss/gesturaldrawing.htm

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<p>CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.</p>			
<p>Apply and articulate subjects, themes, and symbols in works of art in an effective manner.</p>	<p>Select appropriate media, techniques, and processes to create intended meaning and desired effect in a work of art.</p>	<p>Using written or recorded means, students must articulate and convey understanding of the concepts, skills and media they employed to create their works of art.</p>	<p>Websites: Artist Statements:</p> <ul style="list-style-type: none"> • http://www.artstudy.org/art-and-design-careers/artist-statement.php • http://centralartblog.blogspot.com/2012/11/how-to-write-and-artist-statement.html
<p>RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.</p>			
<p>Critiquing Process</p>	<p>Critique art prints to identify master artists' use of elements and principles, shape to form, perspective, figure drawings and portraiture.</p>	<p>Record students throughout the year critiquing their personal work, peer's work and the work of master artists. Look for growth in use of vocabulary and depth of conversation.</p>	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.spearsartstudio.com/artcriticism.html
<p>CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.</p>			
<p>CCSS ELA-Literacy. CCRA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.Math.Practice.MP.1. Make sense of problems and persevere in solving them.</p>	<p>Provide two grade appropriate biographical texts for students to compare and contrast.</p>	<p>Using text-based questions in a pre and post-test, assess student knowledge regarding specific artists or art periods.</p>	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.incredibleart.org/links/artists_female.html <p>Interdisciplinary Connections: Math: Parts-to-whole relationships in drawing relate to "big picture" understanding of geometry and algebra equations; Linear perspective in art relates to math (scale and proportion); measurements</p> <p>Science: Color theory, problem solving; Figure studies relate to skeletal structures of people/ animals; rain forest and science of photography (art prints), Symmetry in the natural environment, human/ animal forms, and natural patterns; optical illusions, suspension bridges, plants</p>

			<p>Technical Careers: Design relates to many careers (i.e., fashion designer, interior designer, graphic designer, florist)</p> <p>Social Studies: Cultural diversity, point of view, unity relates to unified structures in all disciplines</p> <p>Language Arts: Compositions/parts-to-whole aspects relate to similar structural designs in literary works; Surrealism as an art style relates to poetry and other forms of writing influenced by this style; biography/autobiography, elements of fiction parallel elements of design</p>
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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Creating Portrait Self-Portraits	Draw a portrait self-portrait.	Have students create a “before” self-portrait drawing. This drawing will illustrate their existing drawing knowledge and skills. After the final portrait assignment is complete, have the students compare the two drawings to document growth. Demonstrate an understanding of drawing correctly proportioned portraits and self-portraits using the following: <ul style="list-style-type: none"> • Oval shape for outline of face • Axis lines for symmetry of face • Ellipse lines (used to create proportional divisions of the face) • Accurate proportions • Shape to form relationships 	Websites: <ul style="list-style-type: none"> • Rembrandt van Rijn http://www.rembrandtpainting.net/rembrandt_self_portraits.htm • <i>Charles IV of Spain and His Family</i> (1800), Francisco Goya http://en.wikipedia.org/wiki/File:Francisco_de_Goya_y_Lucientes_054.jpg • Chuck Close - <i>Creating Enlarged Images Using the Grid System</i> http://upload.wikimedia.org/wikipedia/en/8/8a/Chuck_Close_1.jpg http://upload.wikimedia.org/wikipedia/en/a/a/Chuck_Close_2.jpg
One-point and Two-point Linear Perspective	Draw an interior design using a point linear perspective. Create a cityscape drawing two point linear perspective.	Have students create a “before” drawing illustrating their existing knowledge and skills of one point and two point linear perspective. Compare these drawings to the end product to document growth. Demonstrate an understanding of one and two point linear perspective drawings by using the following: <ul style="list-style-type: none"> • Objects above, on and below eye level • Horizon line • Vanishing point[s] • Parallel lines • Converging lines 	Websites: <ul style="list-style-type: none"> • http://daphne.palomar.edu/design/space2.html • http://thevirtualinstructor.com/twopointperspective.html • http://library.thinkquest.org/C005470F/technique/perspective.html Artwork/Artists: <i>Christina’s World</i> , Wyeth <i>Trains du Soir</i> , Paul Delvaux <i>Ralph’s Diner</i> , Ralph Goings

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<ul style="list-style-type: none"> • Ellipse lines/shapes to depict foreshortened objects above, and below eye level 	
Creating Enlarged Images Using the Grid Method	Reproduce and enlarge magazine photograph.	<p>Demonstrate an understanding of how to accurately enlarge a drawing of an image based on a 1:3 ratio grid framework:</p> <ul style="list-style-type: none"> • Correctly transfer original 1" image to 3" picture plane • Replicate contour lines (following horizontal/vertical planes, variety of line quality, variation of values and shading) 	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.incredibleart.org/lessons/middle/array-valuegrid.htm • http://www.sfmoma.org/explore/multimedia/ideos/534 <p>Source images for enlarging: student-created photographs or magazine newspaper photos</p>
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Thumbnail sketches	<p>Students will create a set amount of "thumbnail" sketches in advance of a long-term art project in order to settle on the best solution to the design problem. Students should be encouraged to share these ideas with classmates in order to get feedback on their ideas.</p> <p>It is highly recommended that students complete weekly sketchbook assignments throughout the course of the school year.</p>	<p>Students will be able to produce a number of unique solutions to a design problem. Over the course of the school year, students should show improvement in their ability to create multiple solutions to an art problem and be able to discuss their choices either in written form or verbally.</p>	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.finearttips.com/2010/11/5-unique-ways-to-brainstorm-out-of-a-creative-rut/ • http://www2.newton.k12.ma.us/~ron_morris/The%20Art%20Process%20&%20Brainstorming • Information on Thumbnail Drawings: http://drawsketch.about.com/library/bl-thumbnail-sketching.htm • Leonardo da Vinci sketchbooks http://www.amazon.com/Artists-Journal-Sketchbooks-Exploring-Creating/dp/1592530192 • http://www.artonomy.co/2012/04/18/your-artists-sketchbook-10-tips-for-creativity/

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
			Master artist sketchbooks (teachers have liberty to make specific selections)
Explaining Visual Art Choices	Students will defend their design solution within the context of a critique. Students will also offer feedback to other students' work and ideas within the context of a critique.	Students should be able to fluently express their reasoning for why they settled on their final idea for their project. Students should also be able to fluently express their constructive criticisms of their classmates work.	Websites: <ul style="list-style-type: none"> • http://www.goshen.edu/art/ed/critique1.html • http://apcentral.collegeboard.com/apc/members/homepage/35112.html • http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Report on the historical and cultural contexts of given artwork.	Assign or give students a choice of several artists to research. Assess student knowledge prior to their independent or group investigation. Students can write a summary and give examples of exemplary artworks by their chosen artist and how they fit into history and culture and vice versa. Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts & Writing curricula.	Student writing should demonstrate knowledge of a particular artist's biography and be able to clearly identify ways in which that work was influenced by the history and culture of the time period in which it was produced. Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).	<i>Art Teacher's Book of Lists</i> - lists pertaining to artists from particular places, time periods, artistic styles, etc. Relevant works by master artists

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>Evaluate the characteristics of artwork in various eras and cultures.</p>	<p>Students will use the art criticism process of “describe, analyze, interpret, judge” in order to “dissect” works of art from various eras and cultures.</p>	<p>Students will show evidence of effectively utilizing the art criticism process in order to enhance their understanding and comprehension of works of art from various eras and cultures.</p> <p>Teachers may wish to have students keep a writing portfolio or record various critiques/discussions so that students and teachers can monitor growth (post - post assessments).</p>	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm • http://www.scribd.com/doc/24225582/Criticism-Steps <p>Relevant works by master artists (teacher has liberty to make specific selections)</p>
<p>Consider various interpretations of works of art.</p>	<p>Discuss how shape to form concepts, still life drawing, one and two-point perspective, figure/portrait and self-portrait drawing, and the elements and principles of design aspects are used in 2D design artworks and differentiate their purpose, themes, and meaning.</p>	<p>Students will list multiple ways in which a work of art could be understood. Students could also work together in small groups to discuss the various ways in which the work of art could be understood. Students could look at a work of art through the “lens” of a particular group of people, time period, etc. Students could use deductive reasoning in order to construct knowledge about a particular time period based upon what was observed in the work of art.</p>	<p>Websites:</p> <p>http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm</p> <p>http://www.scribd.com/doc/24225582/Criticism-Steps</p> <p>Relevant works by master artists</p>
<p>CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.</p>			
<p>CCSS.Math.Practice.MP3. Construct viable arguments and critique the reasoning of others.</p> <p>Speculate as to how the unique characteristics of visual art improve comprehension in one other academic discipline (e.g., measuring skills / math; topography skills / social studies; parts-to-whole / English Language Arts).</p>	<p>Be able to identify the similarities & differences between visual art and other disciplines.</p> <p>Identify and demonstrate how the visual arts are connected to other disciplines.</p>	<p>Students will show evidence of the use of other content areas within their own work in the visual arts - e.g. mathematics to measure, writing an artist’s statement, tying an artistic style or period of history, experimenting with new techniques and materials in a “scientific” sort of way (creating and testing hypotheses). Remember to use pre and post or post and post data to illustrate student growth.</p>	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.arteducators.org/research/InterArt.pdf • http://www.amazon.com/Bridging-Curriculum-Through-Interdisciplinary-Connections/dp/1562902709 <p>Teachers may wish to make it a habit to plan with the regular classroom teachers in order to</p>

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
			gain specific ideas regarding ways in which content from other content areas could be integrated into the visual arts. Relevant works by master artists

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Compositions using Design Principles	Create a story using visual elements [a narrative artwork that combines the art elements and art principles].	Pre (defining) and post examples of students exploring visual language. Demonstrate an understanding of art design principles: Emphasis <ul style="list-style-type: none"> • Size, color, shape, value, and placement on picture plane • Balance • Symmetrical/asymmetrical balance, visual balance, radial balance 	Websites: <ul style="list-style-type: none"> • http://www.slideshare.net/kpikuet/elements-and-principles-of-art-presentation • Visual Storytelling Definition: http://en.wikipedia.org/wiki/Visual_narrative • http://www.brainpickings.org/index.php/2011/10/25/visual-storytelling-gestalten/ • http://www.visualstorytelling.com/

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<ul style="list-style-type: none"> • Rhythm/Movement • Repetition of line, shape, color, value, texture and size • Ordered/random pattern • Unity • Repetition of elements • Order among elements • Color schemes • Harmony • Similarities of the elements • Variety • Differences among elements 	
Demonstrating Painting Knowledge and Skills: Techniques, Media, and Processes	Create a collage composition.	<p>Demonstrate an understanding of 2D artworks using the Elements and Principles of Design and utilizing a variety of media, tools, techniques and processes:</p> <ul style="list-style-type: none"> • Repetition of Elements (emphasis on color repetition) • Use of Principles of Art • Manipulation of media and processes 	<p>Websites:</p> <ul style="list-style-type: none"> • http://nwrain.net/~tersiisky/design/unity.html • http://www.twistedvintagestudio.com/collage-tips-and-techniques.html • Picasso, Bearden collage, Schwitters collages: http://www.nytimes.com/slideshow/2011/03/31/arts/design/20110401bearden.html?_r=0 • http://www.artchive.com/artchive/S/schwitters.html • http://www.moma.org/collection/theme.php?theme_id=10064
Painting: Color Theory	<p>Create a unique color wheel (theme based).</p> <p>Paint a still life of a single object repeated multiple times (e.g. three) that illustrates the understandings of: color modulation; mixed color, broken color, & pure color.</p>	<p>Demonstrate an understanding of the use of color theory within painting compositions (2D design artworks):</p> <ul style="list-style-type: none"> • Modulation [smooth blending of colors to create illusion of depth] • Mixed color [pure color + pure color to yield a new color] 	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.glencoe.com/sites/common_assets/art/artquests/color_schemes.htm • http://www.colormatters.com/color-and-design/basic-color-theory • http://www.makart.com/resources/artclass/c_schemes.html

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<ul style="list-style-type: none"> Broken color [short strokes placed to create a blending effect] 	Artwork/Artists: <i>The Blue Vase</i> , Paul Cezanne <i>Wheatfield with Cypresses</i> , van Gogh
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Creating Compositions using Spatial Relationship Understandings	Students will work independently to create a series of compositional thumbnail sketches of a landscape and/or interior space according to teacher-created criteria (e.g. the composition must have a building drawn in linear perspective, three of the same object, etc.). Students will then share their series of sketches with a partner or small group. Students will deliberate the effectiveness of the compositional sketches and come to a consensus as to which individual sketch is the most visually effective and WHY. (This activity could be done as a lead-in to Atmospheric and Linear Perspective under Q3 "Perform").	Students should be able to create multiple solutions to the design problem and discuss, in depth, the choices and problem solving techniques they used to arrive at the final product. Students should be able to demonstrate fluency in use of art vocabulary terms in their deliberations with classmates and teacher.	Websites: <ul style="list-style-type: none"> Brainstorming: http://www.finearttips.com/2010/11/5-unique-ways-to-brainstorm-out-of-a-creative-rut/ http://www2.newton.k12.ma.us/~ron_morris/The%20Art%20Process%20&%20Brainstorming Information on Thumbnail Drawings: http://drawsketch.about.com/library/bl-thumbnail-sketching.htm Leonardo da Vinci sketchbooks http://www.artonomy.co/2012/04/18/your-artists-sketchbook-10-tips-for-creativity/
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Compare similarities among differences between organizational structures in works of art.	Write a written comparison of 2D and 3D design artists and their differences in styles, themes, and symbols. Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts & Writing curricula.	Through formal and informal written statements, students will demonstrate an understanding of styles, themes, and symbols within 2D design and 3D design artworks. Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).	Websites: <ul style="list-style-type: none"> http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm http://www.scribd.com/doc/24225582/Criticism-Steps Relevant works by master artists

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Judge the effective use of subject matter, symbols, and ideas.	Evaluate and access artworks that illustrate an understanding of the strategies used in a successful critique of contributions of exemplary 2D design artists; use of a variety of media, tools, techniques, and processes; color theory.	Students will be able to efficiently and fluently utilize methods of criticism in order to analyze the contributions of exemplary 2D design artists; use of a variety of media, tools, techniques, and processes; color theory. Using audio devices or written exemplars assess student growth over time.	Websites: <ul style="list-style-type: none"> • http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm • http://www.scribd.com/doc/24225582/Criticism-Steps Relevant works by master artists
Examining historical & cultural aspects	Critique works of art to identify / discuss contributions of exemplary 2D design and 3D design artists and their use of: painting & knowledge skills; media, tools, & techniques; color theory; shape-to-form concepts. Critique 2D and 3D design artworks to identify discuss the use of media, tools, technology, and processes.	Students will be able to efficiently and fluently utilize methods of criticism in order to analyze the contributions of exemplary 2D design and 3D design artists and their use of: painting & knowledge skills; media, tools, & techniques; color theory; shape-to-form concepts.	Websites: <ul style="list-style-type: none"> • http://www.goshen.edu/art/ed/critique1.html • http://apcentral.collegeboard.com/apc/members/homepage/35112.html • http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx Relevant works by master artists
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
Evaluate how cultural factors of time and place influence the meaning of artworks.	Write a summary of the influences of 2D and 3D design artists/artworks on history/culture and vice versa. Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt. scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts & Writing curricula.	Through formal and informal written statements taken from pre and post instructional assessments, students will demonstrate an understanding of styles, themes, and symbols within 2D design and 3D design artworks. Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).	Websites: <ul style="list-style-type: none"> • http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm • http://www.scribd.com/doc/24225582/Criticism-Steps Relevant works by master artists
Interdisciplinary Connections	Demonstrate 2D and 3D design aspects within	Demonstrate an understanding of 2D and 3D	Websites:

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	artworks and be able to identify the similarities and differences with other disciplines: <ul style="list-style-type: none"> • similarities & differences among contributions of exemplary artists and their relationship to their disciplines • similarities & differences among a variety of media, tools, techniques, and processes and their relationship to other disciplines • color theory relationships to other disciplines • spatial relationships to other disciplines. 	design aspects within artworks and the similarities and differences with other disciplines. If students complete any written tasks to satisfy this learning target, teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).	<ul style="list-style-type: none"> • http://www.amazon.com/Bridging-Curriculum-Through-Interdisciplinary-Connections/dp/1562902709 • http://www.artofproblemsolving.com/Store/products/ktm3/exc2.pdf
CCSS.ELA-Literacy.CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Students will analyze the symbols, subject matter, and ideas present within a work of art to determine their meaning.	Students will demonstrate a deeper level of comprehension of a work of art after analyzing the symbols, subject matter, and ideas present within a work of art to determine their meaning.	Websites: <ul style="list-style-type: none"> • http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysis.htm • http://www.scribd.com/doc/24225582/Criticism-Steps Relevant works by master artists

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: <ul style="list-style-type: none"> Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions. 			
Spatial Relationships [illusion of depth/space on a 2D plane]	Landscape painting.	Pre assessments and post assessments will show growth and deeper understanding of the concepts of the illusion of depth. Demonstrate an understanding of illusion of depth/space incorporating the following in a composition: <ul style="list-style-type: none"> • Diminishing sizes 	Websites: <ul style="list-style-type: none"> • http://thehelpfulartteacher.blogspot.com/2011/01/atmospheric-perspective.html • Pam Cobb paintings: http://www.jayetkingallery.com/cobb.html

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		<ul style="list-style-type: none"> • Division of picture plane • Horizon line • Placement of objects in picture plane • Atmospheric perspective/linear perspective <ol style="list-style-type: none"> 1. Diminishing sizes 2. Diminishing colors 3. Diminishing values 4. Detail/focus/illusion of haziness and distance 	Artwork/Artists: <i>Les Alcampes</i> , van Gogh
3D design and sculpture	Create a 3D form http://cdn.dickblick.com/lessonplans/convertible-canned-sculpture/convertible-canned-sculpture-convertible-canned-sculpture.pdf	Pre assessments and post assessments will show growth and deeper understanding of the concepts of sculpture construction and design. Demonstrate an understanding of 3D sculpture and design through sculptural methods: <ul style="list-style-type: none"> • Modeling [manipulation of material] • Assembling [additive] • Carving [subtractive] • Construction 	Websites: <ul style="list-style-type: none"> • http://www.designer-daily.com/25-examples-of-great-architecture-2306 • http://www.creativebloq.com/architecture/famous-buildings-around-world-10121105 Artwork/Artists: <i>Fallingwater House/Guggenheim Museum, NYC</i> , Frank Lloyd Wright <i>Louvre Pyramid</i> , I M Pei
3D design in Architecture	Design and create a structure (corrugated cardboard, found objects, etc.). http://cpgartlessons.blogspot.com/2013/02/corrugated-cardboard-sculpture-lesson.html Design and create a building illustrating understanding of 3D design in architecture: form follows function; need of humans; needs of community; man-made / natural environments; scale and proportion; mathematics problem-solving skills.	Pre assessments and post assessments will include the drawing of a floor plan and elevation of structure. Demonstrate an understanding of 3D architectural design using the following: <ul style="list-style-type: none"> • Form follows function • Needs of humans • Needs of community/place • Man-made/natural environments • Scale and proportion 	Websites: <ul style="list-style-type: none"> • http://www.gehrytechnologies.com/architecture/recent-work • Structure design: http://www.ehow.com/way_5769153_architecture-projects-middle-school-students.htm • http://www.incredibleart.org/lessons/middle/Mark-paperarch.html • http://www.architectstudio3d.org/AS3d/index.html • Architects: http://www.colorcoat-

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		<ul style="list-style-type: none"> Mathematics-problem solving skills <p>Demonstrate an understanding by discussing artistic choices of personal artwork in relation to 3D design in architecture: form follows function; need of humans; needs of community; man-made / natural environments; scale and proportion; mathematics problem-solving skills.</p>	<p>online.com/blog/index.php/2011/01/12-architects-that-changed-the-world/</p> <p>Artwork/Artists: Frank Lloyd Wright</p>
Demonstrating the Understanding of Architectural Design and Sculptures	Create a 3D model of a sculptural form designed for installation outdoors. This should illustrate an understanding of sculpture in architecture design such as: modeling process, carving, and construction.	Demonstrating an understanding of 3D design in architectural and landscape sculpture through sculptural methods: modeling, carving, and construction. Discuss artistic choices, challenges and problem solving techniques. Use audio recordings or written exemplars.	<p>Websites:</p> <ul style="list-style-type: none"> http://www.heritagepreservation.org/pdfs/todayfortomorrow.pdf https://pinterest.com/nancydenmark/outdoor-installation-art-sculpture/ http://www.christojeanneclaude.net/ <p>Master Artwork: Robert Smithson Spiral Jetty.</p>
Visual Story Telling	Communicate ideas through the use of structures and functions in any work of art (e.g. create a narrative artwork that combines the elements and principles).	<p>Student fluently uses the elements and principles of design to organize visual information in a work of art.</p> <p>Student effectively tells a story through an original work of art that they create.</p>	<p>Websites:</p> <ul style="list-style-type: none"> http://www.visualstorytelling.com/ http://www.printmag.com/design-inspiration/post-modern-storybook-illustrations/
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Consider and communicate a specific idea through the appropriate use of media, techniques, and processes.	<p>Communicate ideas both verbally and nonverbally (i.e. in written and/or oral discussions about works of art).</p> <p>Identify and ask questions to clarify points of</p>	Students will be able to effectively communicate their ideas verbally (one-on-one conversations/small group work/class critiques) and nonverbally (e.g. artist's statement or work proposal) through the appropriate use of	<p>Websites:</p> <ul style="list-style-type: none"> http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm http://www.scribd.com/doc/24225582/Criticism

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	<p>view.</p> <p>Communicate ideas to the viewer both verbally and nonverbally (e.g. class critiques, displays, assignments, class discussions).</p> <p>Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts & Writing curricula.</p>	<p>media, techniques, and processes. Record students discussing their work using audio devices or written exemplars.</p> <p>Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).</p>	<p>m-Steps</p> <ul style="list-style-type: none"> • http://www.goshen.edu/art/ed/critique1.html • http://apcentral.collegeboard.com/apc/members/homepage/35112.html • http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx
<p>RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures.</p> <p> Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.</p>			
<p>Consider various interpretations of works of art.</p>	<p>Recognize intentions and factors that motivate artists to create art.</p> <p>Evaluate intentions and factors that motivate artists to create art.</p> <p>Students will list more than one way a work of art could be understood or interpreted.</p>	<p>Students will be able to identify the reason or reasons for why a particular work of art was created.</p> <p>Students could work together in small groups to discuss the various ways in which the work of art could be understood. Students could look at a work of art through the “lens” of a particular group of people, time period, etc. Students could use deductive reasoning in order to construct knowledge about a particular</p>	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysis.htm • http://www.scribd.com/doc/24225582/Criticism-Steps <p>Relevant works by master artists</p>

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		time period based upon what was observed in the work of art. Using post and post written assessments over a period of time, look for student growth in depth of critique, comprehension of concept and use of vocabulary.	
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
Deliberate on the role of artists throughout history and cultures.	<p>Discuss and provide examples of works of art that might be completed by the following list of artisans in their respective fields: computer artist, animator, special effects artist, architect, costume designer, product designer, furniture designer, installation artist, and art educator.</p> <p>Create a storyboard using original characters created in sketchbook journals for a climactic scene of animated feature that illustrates understandings of the skills/productions of an animator.</p>	Students can give a brief presentation on a chosen career path in the arts. Using a graphic organizer, assess what student knows about their chosen career prior to research. Revisit the graphic organizer post research and compare to what the student learned.	Websites: <ul style="list-style-type: none"> • http://www.schoolsoup.com/careers/career_info.php?career_id=87&_suid=136899861135501796225900761783 • http://www.temple.edu/tyler/admissions/careers.html • http://www.rd99.com/197artcareers/ • http://accad.osu.edu/womenandtech/Storyboard%20Resource/ • http://www.printablepaper.net/category/storyboard
CCSS.Math.Practice.MP4. Model with Mathematics.	Just as students would model an algebraic function with a graph, students will be creating a scale model of an outdoor installation sculpture. See <i>Demonstrating the Understanding of Architectural Design and Sculptures</i> .	Students will be able to successfully create a scale model of a would-be outdoor sculptural installation to scale. Document student use of materials and use of mathematical concepts.	Websites: <ul style="list-style-type: none"> • http://www.heritagepreservation.org/pdfs/todayfortomorrow.pdf • http://eerc.wsu.edu/CREAM%20K12/Scale_model_lesson.pdf
CCSS.ELA-Literacy.CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Students will present their scale model of an outdoor installation sculpture to a would-be board of directors who would hypothetically fund it. See <i>Demonstrating the Understanding of Architectural Design and Sculptures</i> .	Students will be able to clearly articulate their reasons for creating their sculpture via a dynamic, engaging, relevant presentation.	Websites: <ul style="list-style-type: none"> • http://www.presentationmagazine.com/effective-presentation-techniques-the-top-10-149.htm

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CCSS.ELA-Literacy.CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information & enhance understanding of presentations.			

Draft