

WALLENPAUPACK AREA SCHOOL DISTRICT

Hawley, Pennsylvania

PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
Course / Grade:	8th Grade Art	Type of Offering:	<input type="checkbox"/> Required X <input checked="" type="checkbox"/> Elective
Department:	Art	Length of Course:	<input type="checkbox"/> Marking Period (1/4 year) <input type="checkbox"/> Semester (1/2 year) <input type="checkbox"/> Year (1 full year)
Course # / Code:			X 22.5 Days for 70 Minutes

	Date of Completion:	
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	Date Adopted:	

Date of Revision:	May 15, 2023
Revision Author(s):	Heather Bannan, Tiffany Guzzo

Course Description – *a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.*

The 8th Grade Fine Art Curriculum teaches creativity, working individually and in groups. Students will learn appropriate processes for working with different types of materials and mediums, while emphasizing correct material handling, skill building, and individual creativity. Students will develop their skills through the materials and mediums as they complete the curriculum that is aligned with the PA Standards and National Standards. Students will be building upon the curriculum and standards that have been taught in previous years.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Students will be able to draw and render dimensional box structures using two vanishing points.
- Students will continue to develop and explore concepts in the Elements and Principles of Art using mixed media.
- Students will be able to create a realistic painting and explore color theory.
- Students will be able to create three-dimensional clay sculptures.
- Students will be able to explore printing with a monoprint process.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Drawing 2 Point Perspective	9.1.8.A,B,C,D,E,H 9.2.8.A,C,F,G 9.3.8.A, C National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What is 2 Point Perspective? What is the horizon line and vanishing points? What tools do you utilize when using 2 Point Perspective and why? How does knowing the location of the horizon impact your drawing? What steps do we take to create a drawing in 2	Apply the Elements of Art (line, shape, color, texture, space). Exhibit proper tool use. Demonstrate 2 Point Perspective boxes/houses. Locate the horizon line and vanishing points? Use the horizon to create drama or interest.	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Drawing media: pencil (range of values from 2H-8B), eraser (regular and kneaded), colored pencil, pen, and markers (permanent and water-based). Ruler, triangle and T-square. 2-point perspective (Horizon line, vanishing points, eyelevel, parallel lines.	Demonstration Reference Sheets Project Examples Video Paper Drawing Pencils (range of values from 2H-8B) Erasers Colored Pencils Markers/Pens T-Squares	Observation Student Participation Oral Questioning Completed Project Practice Session Artwork/Rough Draft Copy proper use of tools, and routine set-up and clean-up. Final drawing project.

		Point Perspective? What are parallel and vertical lines?	Utilize correct paper alignment, detail, and shading.	Drawing techniques: Shading, textures, props. Foreground, middle ground, and background	Rulers Triangles Masking Tape	
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Realistic Paintings	9.1.8. A,B,C,E,F,H,J,K 9.2.8 B, C, D, 9.3.8. A,B,C, G 9.4.8 A National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What is a realistic painting? How does brush choice impact your paintings? How does brush technique impact your paintings? How do you know which brush technique to apply?	Construct canvas and prepare for painting Recognize Elements and Principles in a Painting Knowledge of acrylic Paint Develop Color Theory Skills	Elements of Art: color, shape/form, line, texture, value, and space Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony Painting media: acrylic, brush (round brush, flat brush, fan brush, and detail brush), palette, and canvas, reference picture. Color theory Chromatic	Reference sheets Classroom visuals Demonstration Canvas Panel Acrylic Paints Paint Brushes (round brush, flat brush, fan, and detail brush) Palettes Masking Tape	Observation Student Participation Color Theory Worksheets proper use of tools, and routine set-up and clean-up. Oral Questioning Completed final painting Project

		<p>How is color theory useful when painting?</p> <p>How do you mix tints and shades of paint colors?</p>	<p>Knowledge of Artists</p>	<p>Warm/cool colors Primary, secondary, and intermediate/tertiary colors Complementary colors Neutral color Tint, tone, and shade Textures and Details Realism</p>	<p>Water Cups</p> <p>Paper Towels</p>	
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
<p>Printmaking – Gelli Prints</p>	<p>9.1.8. A,B,C,H,J, 9.2.8 B,C, 9.3.8. A,B</p> <p>National Standards: Creating: 1, 2, 3</p> <p>Performing/Presenting/ Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>What can we do with different printmaking techniques to represent elements of art?</p> <p>How can tools and media be manipulated to create different printmaking effects?</p>	<p>Knowledge of materials-tools and printing ink</p> <p>Knowledge of the process of printmaking</p> <p>Use of found objects to create prints</p> <p>Ability to create a final print</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Print Making: Symmetry/Asymmetry Pattern/repetition Brayer Printmaking ink Inking tray</p>	<p>Project Demonstration</p> <p>Project Examples</p> <p>Colored Paper</p> <p>Cardstock</p> <p>Brayers</p> <p>Assortment of Printmaking inks</p> <p>Inking trays</p>	<p>Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up.</p> <p>Final prints or collaged print project.</p>

		<p>What is a monoprint?</p> <p>Why is it important to be able to make repetitive patterns within the printmaking media for personal art and everyday life?</p> <p>How do repetition, symmetry, printmaking, and mathematics apply to everyday life?</p>	<p>Understanding of set up and clean-up of the process</p>	<p>Gelli plate, relief print, monoprint, stamping, found objects, serigraphy/stencil, and collagraphy.</p>	<p>Gelli Plates</p> <p>Found objects</p> <p>Serigraphy/stencils</p> <p>Gelli plate</p> <p>Tissue Paper</p> <p>Scissors</p> <p>Glue</p>	
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
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<p>Mixed Media/Elements and Principles of Art</p>	<p>9.1.8. A,B,C,H,J 9.2.8 B, C 9.3.8. A,B,D 9.4.8.A</p> <p>National Standards: Creating: 1, 2, 3 Performing/Presenting/Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11</p>	<p>What are the elements and principles of art?</p> <p>How can working with mixed media/craft materials create 2D or 3D artwork?</p> <p>What elements and principles of art can be represented with various mixed and craft medias?</p>	<p>Apply fiber art media and craft materials and techniques to represent both realistic and abstract artwork.</p> <p>Apply fine motor skills and elements of art to a fiber artwork.</p> <p>Create 2D and 3D artwork from various fiber arts and craft media.</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Mixed media Arts: Gems and sequins, Yarn, pipe cleaners, wood bits, Felt, magazines, paints, Buttons, beads, Found objects, paper</p>	<p>Handout/Worksheet</p> <p>Completed Samples</p> <p>Teacher Demonstration</p> <p>Various papers</p> <p>Magazines</p> <p>Newspapers</p> <p>Mixed media/craft materials</p> <p>Scissors</p> <p>Glue</p> <p>Rulers</p> <p>Markers</p> <p>Paint</p> <p>Pen/Pencils</p>	<p>Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of materials, and routine set-up and clean-up.</p> <p>Final mixed media project depicting the elements and principles of art.</p>
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Sculpture /Pottery	<p>9.1.8. A,B,C,H,I, J,K 9.2.8 B, C, G 9.3.8. A,C</p> <p>National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11</p>	<p>How can we use hand-building techniques to exhibit form and other elements of art?</p> <p>How do 3D sculptures develop higher critical thinking skills?</p> <p>What effects do different glazes have on your clay piece sculptures?</p> <p>What is the kiln and the firing processes of clay?</p>	<p>Knowledge of materials- clay and glazes</p> <p>Knowledge of wedging techniques</p> <p>Use of pinch, coil, or slab hand building techniques</p> <p>Ability to select glaze colors and application of glaze</p> <p>Use of clay tools</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Pottery:</p> <p>Equipment terms: kiln, firing, leather-hard, bone dry, greenware</p> <p>Tools: pin/score tool, loop tool, wire cutter, sponge, roller, cutters, wooden carving tool</p> <p>Wedging board/canvas sheet/wedging Pinch pot, coil, and slab Additive and subtractive methods (low relief, carving, etc.)</p> <p>Scoring and slipping for attachments</p>	<p>Reference Sheets</p> <p>Classroom Visuals</p> <p>Tools: pin/score tool, loop tool, wire cutter, sponge, roller, cutters, wooden carving tool, wedging board/ canvas sheet</p> <p>Slip</p> <p>Glaze</p> <p>Newspaper</p> <p>Glue</p> <p>Thin wire</p> <p>Plaster strips</p> <p>Various clays</p> <p>Paper</p>	<p>Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up.</p> <p>Final clay sculpture project..</p>

				<p>Slip Glaze</p> <p>Sculpture: Papier mâché Thin wire Plaster strips Various clays Paper/cardstock/cardboard sculpture, stuffed paper, mobiles, and recycled material sculpture</p> <p>Low relief/carving, additive & subtractive methods, modeling, and constructing.</p>	<p>Cardstock Cardboard Recycled materials</p>	
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