Eighth Grade Art Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessment	Additional Standards:

August-September	Creating	- Review art room rules and procedures.	Formative Assessments: Quizzes Homework/Classwork Teacher Observation Student Participation	Interdisciplinary Standard: Math 8.G.1 Linear perspective is a mathematical system that uses converging lines to create the illusion of depth on a flat surface
	1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.	- Critique artwork on its emotional and formal values and on its aesthetic qualities		
	1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.	- Identify, use, and interpret important works of art and their artists.	Summative Assessments: Graded neurographic art Graded explosion book	
	1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.	-Neurographic art & explosion books		Technology Standard: 8.2.8.ED.3: Develop an architectural model/drawing.
		Instructional Resources: Teacher created Google slide presentation		
	Presenting		Benchmark Assessment: BOY Benchmark	
	1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	**Student Technology:** Chromebook Google Classroom	Accommodations and Modifications	
	1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.	**Teacher Technology:** ActiView ActivPanel		
	Responding			
	1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.			

| October-December | **Creating**

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Responding

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. | - View and discuss the artwork of Dale Chihuly using the promethean board.

-Create artwork in the style of Dale Chihuly
-recycled plastic bottle sculptures
-fabric mache sculpture inspired by Dale Chihuly's Macchia series

- Critique artwork on its emotional and formal values and on its aesthetic qualities

- Identify, use, and interpret important works of art and their artists.

Instructional Resources:
Chihuly
Trash Transformed

Student Technology:
Chromebook
Google Classroom

Teacher Technology:
ActiView
ActivPanel
Teacher created flipchart | **Formative Assessments:**
Quizzes
Homework/Classwork
Teacher Observation
Student Participation

Summative Assessments:
Graded Chihuly sculpture

Accommodations and Modifications | **Interdisciplinary Standard:**
Science
MS-ESS3-3
Students will create works of art using recycled materials to make a statement about plastic pollution

Language Arts
RI.8.1-8.3
Students will analyze an article about recycled art and provide an objective summary.

Technology Standard:
8.2.8.ED.3: |

| January-February | Media Art

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks. | - Digital art project that may include the following:

- Create computer generated graphics that may be abstract and/or representational.

-Manipulate a photograph using Autodesk Sketchbook on the iPAds

-Google Draw
-Peter Max

Instructional Resources:
Teacher created google slides

Student Technology:
iPAds

Teacher Technology:
ActiView
ActivPanel | **Formative Assessments:**
Quizzes
Homework/Classwork
Teacher Observation
Student Participation

Summative Assessments:
Graded digital project

Accommodations and Modifications | **Interdisciplinary Standard:**
W.8.2
Students will write an informative paragraph, developing the topic artist statement to go with their digital portrait

Technology Standard:
8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product of a media design. |

| March-April | **Creating**

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Presenting

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. | - Explore techniques in glazing

    - Understand firin process
    and stages of clay

-Apply understanding and create a clay project

-Learn about the history of face jugs

-Create a face jug out of clay

Instructional Resources:
Teacher created Google slide presentation

http://river.chattanoogastate.edu/orientations/ex-learn-obj/Face_Jugs/Face_Jugs_print.html | **Formative Assessments:**
Quizzes
Homework/Classwork
Teacher Observation
Student Participation

Summative Assessments:
Graded digital project

Accommodations and Modifications | |

| May - June | **Creating**

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement

Presenting

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. | -Explore the art of printmaking

-Understand printmaking's notable traits

-Learn and analyze the history, and various types of printmaking-relief, intaglio, lithography, and screenprinting.

-Experiment with different types of printmaking.

-Students will choose 1 form of printmaking to focus on and create a print that is based off of a theme.

-Write an artist statement on how their artwork fits the theme.

Instructional Resources:
Teacher created google slide presentation

Student Technology:
Chromebook
Google Classroom
Kahoot game on printmaking vocabulary | **Formative Assessments:**
Quizzes
Homework/Classwork
Teacher Observation
Student Participation

Summative Assessments:
Graded print

Benchmark Assessments:
EOY Benchmark

Accommodations and Modifications | **Interdisciplinary Standard**
W.8.2
Students will write an informative paragraph on how their artwork fits the theme, developing the topic and analyzing relevant topics.

Technology Standard:
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. |

Alternate Assessments: Performance Assessments, Printmaking Application
21st Century Standards: 9.2.1.A.1, 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4

21st Century Skills: Critical thinking, creativity, collaboration, communication

Career Ready Practices: CRP4, CRP6, CRP8