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|  | **Eighth**  |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance  |  |  |
|  | Unit 4: Aesthetic Responses |  |  |
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| **Content Area: Art** | **Grade Level : Eighth**  |
| **Unit Title: Unit 1: Creative Process** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.8.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.8.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
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		- **Communicate Clearly**
		- **Collaborate with Others**
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	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**
		- **Apply Technology Effectively**
* **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
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	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 1: Creative Process** | **Grade Level: Eighth September- Ocober** |
| **Standard**: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** **1**.8.D.1: Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
* 1.1.8.D.2: The study of masterworks of art from diverse cultures and different historical era assists in understanding specific cultures.
 |
| Enduring Understanding:* Learn about Georgia O’Keeffe and importance of positive and negative space in a composition.
* Learn about Gothic Art and specifically gargoyles.
* Learn about surrealism and the artist, Salvatore Dali.
* Learn about Leonardo Di Vinci, Vincent Van Gogh and the proportions of the human face
 | Essentials Questions:* What makes something surreal?
* What are different ways to create value?
 |
| Knowledge and Skills:* Reinforce knowledge of the artist, Georgia O’Keeffe, Vincent Van Gogh, Winslow Homer and Pablo Picasso
* Reinforce importance of positive and negative space
* Introduce 2-point perspective
* Introduction to Gothic Art
* Introduction to Leonardo Da Vinci and Salvatore Dali
* Introduction to mathematical proportions of the human face
* Introduction to shape metamorphosis
 | Demonstration of Learning/Assessment:* SWBAT create a 2-point perspective cityscape
* SWBAT create a surreal collages
* SWBAT create a cubist still life painting
* SWBAT create a work of art using positive and negative space
* SWBAT create a winter landscape painting
* SWBAT create a low relief gargoyle image
* SWBAT create a proportionally correct portrait
* SWBAT design an image using elements of art and principles of design
 |
| Suggested Tasks and Activities:* Show their knowledge of perspective
* Reinforcement of scale and proportion
* Reinforcement of printmaking
* Reinforcement of Pop Art genre
* Introduction to scratch art paper and Chinese symbols
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint

Resources: Stereo, computer, Smart Board |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Content Area: Art** | **Grade Level : Eighth**  |
| **Unit Title: Unit 2: History of the Arts and Culture** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL8.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.8.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.8.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. [SL.8.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
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	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 2: History of the Arts and Culture**  | **Grade Level: Eighth November- January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**Cumulative Progress Indicators:**1.2.8.A.1: Technological changes have and will continue to substantially influence the development and nature of the arts.1.2.8.A.2: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.* 1.2.8.A.3: The arts reflect cultural mores and personal aesthetics throughout the ages.
 |
| Enduring Understanding:* Understanding the contributions of various cultures and distinguish the style of certain cultures and how their artwork reflects their geographical locations
 | Essentials Questions:* How has art changed throughout the eras?
* What is now socially acceptable that wasn’t in previous eras?
* How has technology affected art?
 |
| Knowledge and Skills:* Describe how artwork has evolved throughout history
* Describe how artwork has changed with technology
* Describe how an artists’ work is influenced by their culture
* Differentiate the artistic styles of various cultures
 | **Demonstration of Learning:*** SWBAT create Roman mosaic tile
* SWBAT create an abstract cubist still life painting
* SWBAT create graffiti type works of art
* SWBAT design their own ipad app symbol
 |
| **Suggested Tasks and Activities:*** Google images of works by Keith Haring
* You Tube video of pictures being photoshopped
* Photoshopped and Unphotoshopped images
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: Stereo, computer, Smart Board,  |

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| **Content Area: Art** | **Grade Level : Eighth** |
| **Unit Title: Unit 3: Performance**  |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.8.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.8.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. [SL.8.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views. |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
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 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 3: Performance**  | **Grade Level: Eighth February- March** |
| **Standard**: 1.3 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**Cumulative Progress Indicators:*** 1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
* 1.3.8.D.2: Themes in art are often communicated through symbolism, allegory, or irony. These are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
* 1.3.8.D.3: The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
* 1.3.8.D.4: Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
* 1.3.8.D.5: Each of the many genres of art is associated with discipline-specific arts terminology and stylistic approach to art-making.
* 1.3.8.D.6: The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
 |
| Enduring Understanding:* Learn about the artist, Edgar Degas, and kinetic movement.
* Learn about the artist, Claude Monet, and landscape.
* Learn about the artist, Keith Haring, and graffiti art.
 | Essentials Questions:* How can we show movement in art?
* How would you identify graffiti art? Where would we find graffiti art?
* How has graffiti art influenced by our culture?
* How does lighting affect the feel of a painting?
 |
| Knowledge and Skills:* Learn how to create movement using line and repeated shapes
* Learn how to placement of objects in a landscape
* Learn how to develop their own style of graffiti art
 | **Demonstration of Learning:*** SWBAT create graffiti art using the various methods they have learned from artist studied. A rubric will be utilize for assessment
 |
| **Suggested Tasks and Activities:*** Show images of movement
* Show images of landscapes
* Show images of graffiti
* Show images of works by Degas, Haring, and Monet
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: stereo, Smart Board |

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| **Content Area: Art** | **Grade Level : Eighth** |
| **Unit Title: Unit 4: Aesthetic Responses** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.8.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.8.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. [SL.8.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views. |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 4: Aesthetic Responses**  | **Grade Level: Eighth May- June** |
| **Standard**: 1.4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual arts.**Cumulative Progress Indicators:*** 1.4.8.A.1: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
* 1.4.8.A.2: Art may be used for utilitarian and non-utilitarian purposes.
* 1.4.8.A.3: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
* 1.4.8.A.4: Abstract ideas may be expressed in works of dance, music, theatre and visual art using a genre’s stylistic traits.
* 1.4.8.A.5: Symbolism and metaphor are characteristics of art and art making.
* 1.4.8.A.6: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
* 1.4.8.A.7: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
 |
| Enduring Understanding:* Explore the technology and processes used in photography and computer-optical scanning, and image processing and design applications. • Parallel historical events and artistic development are found in all aspects of visual art. • Various forms of art preserve and keep cultures alive.
 | Essentials Questions:* What technology and processes are used in photography and computer-optical scanning, and image processing and design applications?
* How are the arts and history and culture connected?
 |
| Knowledge and Skills:* Reinforce basic art vocabulary, e.g. elements of art, principles of design, proportion, landscape, horizontal, portrait, vertical, symmetry, monochromatic, tint, shade, and cubism
* Use appropriate art terminology to evaluate strengths and weaknesses in specific artwork of classmates
* Understand the differences in art styles and genres according the period of history and culture
 | Demonstration of Learning:* SWBAT identify different genres of art
* SWBAT identify different styles of artists
* SWBAT identify elements of art and principles of design
* SWBAT identify and communicate various techniques
* SWBAT identify correct procedures on particular assignments
* SWBAT show knowledge of use and care of art supplies and media
* SWBAT have a self-reflective critique of their own artwork
 |
| **Suggested Tasks and Activities:*** Showing various types of cultural art
* Show various Google images comparing and contrasting cultural art
* Open discussion about the cultural motivation behind the artwork
* Open discussion using art terminology to evaluate recycled art
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: stereo, Smart Board, paper, pencils, music worksheets,  |