

VISUAL ARTS 8

Grade 8



Unit # 1

Habits of an Artist

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does an artist work?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will investigate procedures and expectations in the art classroom. They will recognize the importance of classroom culture, such as collaboration, constructive feedback and maintaining focus and safety during the creative process. Students will develop an appreciation for the artistic journey and the discipline to grow as artists.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the habits of an artist?
- What routines and processes are followed in the art room?

Process

- How does an artist develop ideas?
- Why is it important to experiment and reflect on art work?

Reflective

- How does an artist talk about art with others?
- How do I refine my ideas?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or

designing. (Cr2.1.8)

- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. (Cr2.2.8)
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Cr3.1.8)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Document early stages of the creative process visually and/or verbally in traditional or new media. (Cr1.1.8)
- Create a convincing and logical argument to support an evaluation of art. (Re9.1.8)
- Make art collaboratively to reflect on and reinforce positive aspects of group identity. (Cn10.1.8)

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Unit- The Power of Observation: Drawing in Two Dimensions

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do artists capture the world around them?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will investigate how to draw an object from observation or use a reference to capture the object's shape, proportions, and details. They will focus on developing their understanding of value, depth, contrast and dimension in their work using drawing techniques. By practicing these methods, students will enhance their drawing skills, while advancing their overall artistic proficiency.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the elements of art and principles of design?
- What are the different techniques artists use to draw?
- How do observational skills impact drawing?

Process

- How does using a combination of elements of art and principles of design make art visually stronger?

Reflective

- How do I use the essential elements of drawing to capture the world around me?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate willingness to experiment, innovate, and take risks to pursue

ideas, forms, and meanings that emerge in the process of art-making or designing. (Cr2.1.8)

- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. (Cr2.2.8)
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Cr3.1.8)
- 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. (Re8.1.8)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Document early stages of the creative process visually and/or verbally in traditional or new media. (Cr1.1.8)
- Select, organize, and design images and words to make visually clear and compelling presentations. (Cr2.3.8)
- Develop and apply criteria for evaluating a collection of artwork for presentation. (Pr4.1.8)
- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. (Pr5.1.8)
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. (Pr.6.1.8)
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. (Re7.1.8)
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. (Re7.2.8)
- Create a convincing and logical argument to support an evaluation of art. (Re9.1.8)

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Unit- Painting with Purpose

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do artist's make choices with color in art?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will investigate the fundamentals of painting, with a focus on understanding the color wheel and how colors interact with one another. They will learn to recognize and use color schemes and color properties. This knowledge will empower students to make intentional color choices, enrich their artistic expression and help them create more visually dynamic and cohesive artwork.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the colors of the color wheel?
- What are color schemes?

Process

- How are painting materials used appropriately?
- How are the primary colors used to make the color wheel?
- How do artists show creativity and communicate a sense of expression through the use of color?

Reflective

- How did my color choices impact my art?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or

designing. (Cr2.1.8)

- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. (Cr2.2.8)
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Cr3.1.8)
- 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. (Re8.1.8)

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Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Document early stages of the creative process visually and/or verbally in traditional or new media. (Cr1.1.8)
- Select, organize, and design images and words to make visually clear and compelling presentations. (Cr2.3.8)
- Develop and apply criteria for evaluating a collection of artwork for presentation. (Pr4.1.8)
- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. (Pr5.1.8)
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. (Pr.6.1.8)
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. (Re7.1.8)
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. (Re7.2.8)
- Create a convincing and logical argument to support an evaluation of art. (Re9.1.8)

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Unit- From Concept to Creation: The Process of Three Dimensional Art

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do artists use the creative process to create three dimensional art?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will investigate the planning process involved in transforming a two dimensional design into a three dimensional art form. They will explore relief, additive and subtractive processes, by experimenting with a range of materials. This exploration will help students develop a deeper understanding of form, texture and structures while enhancing their creative problem-solving skills.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are relief, additive and subtractive processes?
- What materials can be used to create sculpture?

Process

- What role does persistence play in encouraging people to take creative risks?
- How do artists use relief, additive and subtractive processes to create three dimensional art?

Reflective

- How was I able to take creative risks and overcome challenges?
- How does three dimensional art impact society?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate willingness to experiment, innovate, and take risks to pursue

ideas, forms, and meanings that emerge in the process of art-making or designing. (Cr2.1.8)

- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. (Cr2.2.8)
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Cr3.1.8)
- 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. (Re8.1.8)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Document early stages of the creative process visually and/or verbally in traditional or new media. (Cr1.1.8)
- Select, organize, and design images and words to make visually clear and compelling presentations. (Cr2.3.8)
- Develop and apply criteria for evaluating a collection of artwork for presentation. (Pr4.1.8)
- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. (Pr5.1.8)
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. (Pr.6.1.8)
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. (Re7.1.8)
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. (Re7.2.8)
- Create a convincing and logical argument to support an evaluation of art. (Re9.1.8)

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Unit- Art Beyond the School Walls

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does art enable us to understand ourselves and the world around us?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will investigate art museums and the wide range of creative careers within the art world. By exploring various art forms from different historical periods, cultures, and regions, students will understand how art reflects and shapes society's values, beliefs and traditions. This exploration will inspire students to think critically about their own creative practices while broadening their appreciation for the global history of art.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- Where do we see art in the world?
- What are creative careers?

Process

- Why is art important?

Reflective

- How do life experiences influence how I relate to art?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. (Cr2.1.8)
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair

use, copyright, open source, and creative commons as they apply to creating works of art and design. (Cr2.2.8)

- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Cr3.1.8)
- 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. (Re8.1.8)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Select, organize, and design images and words to make visually clear and compelling presentations. (Cr2.3.8)
- Develop and apply criteria for evaluating a collection of artwork for presentation. (Pr4.1.8)
- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. (Pr5.1.8)
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. (Pr.6.1.8)
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. (Re7.1.8)
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. (Re7.2.8)
- Create a convincing and logical argument to support an evaluation of art. (Re9.1.8)
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. (Cn11.1.8)

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Grade 8



Unit- Creating in the Digital Realm

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How is digital art changing the world?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
Students will investigate digital tools and techniques used to create original art. They will learn how to use these tools to experiment with different techniques. This exposure to digital techniques will broaden their understanding of contemporary art making and provide new opportunities to enhance their artistic expression.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What digital tools do artists use?

Process

- How do artists experiment with their art using digital tools?
- How has digital art changed the way we communicate?

Reflective

- How do I communicate through digital art?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. (Cr2.1.8)
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. (Cr2.2.8)

- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Cr3.1.8)
- 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. (Re8.1.8)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Document early stages of the creative process visually and/or verbally in traditional or new media. (Cr1.1.8)
- Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. (Cr1.2.8)
- Select, organize, and design images and words to make visually clear and compelling presentations. (Cr2.3.8)
- Develop and apply criteria for evaluating a collection of artwork for presentation. (Pr4.1.8)
- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. (Pr5.1.8)
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. (Pr.6.1.8)
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. (Re7.1.8)
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. (Re7.2.8)
- Create a convincing and logical argument to support an evaluation of art. (Re9.1.8)
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. (Cn11.1.8)