

# Southern York County School District Instructional Plan

Course/Subject: Art

Grade Level: 8

**Textbook(s)/Instructional Materials Used: Multiple Materials and Resources Used Including:** Sketchbook, Various types and sizes of paper, String, Recycled Materials, Magazines, Glue, Colored Pencils, Pencil, Chalk Pastels, Oil Pastels, Watercolor Paint, Acrylic Paint, Handouts, Informational Packets, Technology for visual examples and references, rulers, Paint Brushes, Cups, Paint Palettes, Bowls, Plastic Wrap, Tape, Still life objects, collage materials, Drawing Pencils (6B, 4B, 3B, 2B, HB, 2H, 4H, 6H), Pearl Eraser, Kneaded Eraser, Still Life Object(s), Light Source, Clay, Rolling Pin, Various Ceramic Tools, Canvas, Sponges, Plastic Bags, Sharpies, Wooden Boards, scissors, plastic wrap, Linoleum, Gauges/Handles, Iron, Printing Press, Hand Press, Ink, Single hole punchers...

\*Mixed-Media determined by student based on a selection of materials: *Watercolor Paint, Acrylic Paint, Chalk Pastel, Oil Pastel, Marker, Colored Pencil, Pencil, &/or Collage*

\*SCHOLASTIC ARTS MAGAZINES to use as both resources and references: (7th grade) Studying multiple artists and works of art to analyze and identify the Elements of Art; (8th grade) Studying artists such as Janet Fish, Paul Cezanne, Henri Matisse, Martha Alf, Paul Gauguin, Marc Chagall, David Hockney, MC Escher, Albrecht Durer, Jasper Johns, Jim Dine, and many others... As well as, artists focusing on identity such as Chuck Close, Van Gogh, Picasso, Gustave Courbet, Kehinde Wiley, Leonardo Da Vinci, Jasper Johns and many others...

\*Instructional/informative videos and imagery.

Dates: Week 1-4.5 of 9 Week Rotation

Unit Plan: Self-Identity

## Stage 1 – Desired Results

PA Core State Assessments/Standards:

Arts and Humanities

9.1. Production, Performance And Exhibition of Dance, Music, Theatre and Visual Arts

- 9.1. A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1. B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1. C. Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1. D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of works.
- 9.1. E. Communicate a unifying theme or point of view through the production of works in the arts.
- 9.1. F. Explain works of others within each art form through performance or exhibition.
- 9.1. G. Explain the function and benefits of rehearsal and practice sessions.
- 9.1. H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- 9.1. I. Know where arts events, performances, and exhibitions occur locally for student involvement with local artists and events.
- 9.1. J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- 9.1. K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2. Historical and Cultural Contexts

- 9.2. A. Explain the historical, cultural and social context of an individual work in the arts.
- 9.2. B. Relate works in the arts chronologically to historical events
- 9.2. C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
- 9.2. D. Analyze a work of art from its historical and cultural perspective.
- 9.2. E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

- 9.2. F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2. G. Relate works in the arts to geographical regions.
- 9.2. H. Identify, describe and analyze the work of Pennsylvania Artists.
- 9.2. I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.
- 9.2. J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
- 9.2. K. Identify, explain and analyze traditions as they relate to works in the arts.
- 9.2. L. Identify, explain and analyze common themes, forms and techniques from works in the arts.

**9.3. Critical Response**

- 9.3. A. Know and use the critical process of the examination of works in the arts and humanities.
- 9.3. B. Analyze and interpret specific characteristics of works in the arts within each art form.
- 9.3. C. Identify and classify styles, forms, types and genre within art forms.
- 9.3. D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- 9.3. E. Interpret and use various types of critical analysis in the arts and humanities.
- 9.3. F. Apply the process of criticism to identify characteristics among works in the arts.
- 9.3. G. Compare and contrast critical positions or opinions about selected works in the arts and humanities.

**9.4. Aesthetic Response**

- 9.4. A. Compare and contrast examples of group and individual philosophical meanings of works in the arts.
- 9.4.B. Compare and contrast meanings and viewer’s meaning of art work (intended meaning vs. perspective formed)
- 9.4. C. Describe and discuss the viewer’s influence and response to works of art and how the environment in which something is viewed influences the aesthetic response.
- 9.4. D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts.

Through this particular unit, students will study, apply and incorporate the fundamental Elements of Art: Line, Shape, Value, Form, Space, Texture and Color; incorporate at least two contrasting styles using mixed-media; represent a unified theme by creating a self-identity series; study portraits and works of art using the Elements of Art and mixed-media from a historical context; reflect through both self and peer critiques; analyze works of historical and personal reference; and be able to convey meaning of self-identity both visually and verbally through the use of various materials and techniques.

**Understanding(s):**

*Students will understand*

1. The Elements & Principles of Art.
2. How to identify the Elements of Art in other artworks.
3. How to create a portrait with personality.
4. How to create a unified theme.
5. How collages can be expressive and representational.
6. How to create a FULL composition, utilizing the entire picture plane surface.
7. How to draw from observation proportionally, utilizing the entire picture plane surface.
8. How to breakdown complex forms into simplified shapes to make it manageable to draw.
9. How to draw each individual feature of the face *but* also understand how to proportionately place each feature on the face to represent a portrait.
10. How to use value to create 3-dimensional drawings.

**Essential Question(s):**

- *How can you define the term identity? (9.1.C., 9.1.F., )*
- *How can the Elements of Art & Principles be used in your work? (9.1.A., 9.1.B., 9.1.C., 9.1.D., 9.1.E., 9.1.H., 9.1.J., 9.1.K.)*
- *How can you use personification to represent your identity? (9.1.C., 9.2.L)*
- *How have self-portraits been conveyed throughout history? (9.2.A., 9.2.B., 9.2.C., 9.2.D., 9.2.E., 9.2.F., 9.2.G., 9.2.H., 9.2.I., 9.2.J., 9.2.K., 9.2.L.)*
- *What does it mean when an artist uses mixed-media? (9.1.A., 9.1.B., 9.1.C., 9.1.D., 9.1.E., 9.1.G., 9.1.H., 9.1.J., 9.1.K.9.2.A., 9.2.B., 9.2.C., 9.2.D., 9.2.E.)*
- *What are the suggested proportions of the face? (9.1.C., 9.1.G., 9.1.J., 9.1.K.)*
- *What does it mean to critique works of art? (9.3.A., 9.3.B., 9.3.C., 9.3.D., 9.3.E., 9.3.F., 9.3.G., 9.4.A., 9.4.B., 9.4.C., 9.4.D.)*

<p>11. How to use mixed-media and successfully use various materials.</p> <p>12. The two main watercolor techniques.</p> <p>13. How to critique works of art including their own.</p>	<ul style="list-style-type: none"> <li>▪ <i>How can art overlap with other content areas? (9.2.A., 9.2.B., 9.2.C., 9.2.D., 9.2.E., 9.2.F., 9.2.G., 9.2.H., 9.2.I., 9.2.J., 9.2.K., 9.2.L.)</i></li> <li>▪ <i>What opportunities are there locally to become more involved with &amp; experience the visual arts? (9.1.I.)</i></li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ Vocabulary <ul style="list-style-type: none"> <li>- Identity</li> <li>- Symbolism</li> <li>- Collage</li> <li>- Mixed-media</li> <li>- Observational drawing</li> <li>- Juxtaposition</li> <li>- Positive and Negative Space</li> <li>- Elements and Principals of Art</li> <li>- Line</li> <li>- Shape</li> <li>- Value</li> <li>- Form</li> <li>- Space</li> <li>- Texture</li> <li>- Color</li> <li>- Movement</li> <li>- Harmony</li> <li>- Variety</li> <li>- Rhythm</li> <li>- Unity</li> <li>- Emphasis</li> <li>- Balance</li> <li>- Proportion</li> <li>- Pattern</li> <li>- Features</li> <li>- Line of Symmetry</li> <li>- Profile</li> <li>- Personification</li> <li>- Representation</li> <li>- Composition</li> <li>- Blind and Modified Contour</li> <li>- Linoleum</li> <li>- Brayer</li> <li>- Proof</li> <li>- Relief</li> <li>- Registration</li> <li>- Printmaking</li> </ul> </li> </ul>	<p><b>Behavioral Objectives</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Create a unified theme that both visually &amp; verbally represents their self-identity.</li> <li>▪ Manipulate various materials, techniques, and styles to create meaningful, unique works of art.</li> <li>▪ Successfully recognize, analyze, and incorporate the Elements &amp; Principles of Art in the works of others and their own.</li> <li>▪ Design a collage filled with symbolism, create an observational drawing of a section of their collage using a viewfinder, create a self-portrait and a portrait of a historical figure of personal significance, carve their own stamp out of linoleum of an animal using personification and write a creative composition verbally describing their self-identity.</li> </ul>

<ul style="list-style-type: none"> <li>- Preliminary Drawing</li> <li>- Theme</li> <li>- Series</li> <li>- Viewfinder</li> <li>- Crop</li> <li>- Abstract</li> <li>- Realistic</li> <li>- Craftsmanship</li> <li>▪ How to represent their identity both visually and verbally.</li> </ul>	
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<b>Dates: Weeks 4.5-9 of 9 Week Rotation</b>	<b>Unit Plan: Elements and Principals of Art</b>
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**Stage 1 – Desired Results**

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**Understanding(s):**

*Students will understand...*

1. Value (Value Scales and application to objects).
2. Form (Illusion of 3-D on 2-D & Math Relevance).
3. Mixed-media and techniques to achieve value.
4. Additive and subtractive value techniques.
5. The use of drawing pencils, pressure, layering.
6. How to create both divided and blended value scales.
7. How to add value to the 4 basic forms, and understand that once they add value to those basic forms, they can add value to any complex form by identifying the basic forms within these complex objects.
8. Faces, edges, and vertices.
9. The Elements & Principles of Art.
10. How to incorporate the Elements and Principles of Art into meaningful, purposeful designs.
11. How to draw from observation in proportion.
12. The techniques needed to hand build clay into 3-D forms.
13. The history & creation of specific styles used and manipulation of the Elements & Principles of Art.
14. How to critique works of art including their own.

**Essential Question(s):**

- *What is value and why is it important in art? (9.1.A., 9.1.B., 9.1.C., 9.1.J., 9.1.K.)*
- *What are the 3 techniques used to achieve value when drawing? (9.1.C., 9.1.J., 9.1.K.)*
- *What is the additive and subtractive value technique? (9.1.C., 9.1.J., 9.1.K.)*
- *What does it mean when an artist uses mixed-media? (9.1.A., 9.1.B., 9.1.C., 9.1.D., 9.1.E., 9.1.G., 9.1.H., 9.1.J., 9.1.K.9.2.A., 9.2.B., 9.2.C., 9.2.D., 9.2.E.)*
- *What does proportion mean and why is it important when drawing from observation? (9.1.C., 9.1.J., 9.1.K.)*
- *In what order do the drawing pencils belong and why? (9.1.C., 9.1.J., 9.1.K.)*
- *What are the Elements & Principles of Art? (9.1.A., 9.1.B., 9.1.C., 9.1.E., 9.1.J., 9.1.K.)*
- *What are the main hand-building techniques & drying phases of clay? (9.1.C., 9.1.J., 9.1.K.)*
- *What is the purpose of preliminary drawings & what are they similar to in other content areas? (9.1.C., 9.1.G., 9.1.J., 9.1.K., 9.2.F., 9.2.L.)*
- *How can the Elements of Art & Principles be used in your work? (9.1.A., 9.1.B., 9.1.C., 9.1.D., 9.1.E., 9.1.H., 9.1.J., 9.1.K.)*
- *How can art overlap with other content areas? (9.2.A., 9.2.B., 9.2.C., 9.2.D., 9.2.E., 9.2.F., 9.2.G., 9.2.H., 9.2.I., 9.2.J., 9.2.K., 9.2.L.)*

**Learning Objectives:**

*Students will know...*

- Vocabulary:
  - Value
  - Form
  - 2-Dimensional
  - 3-Dimensional
  - Contrast
  - Highlight
  - Shadow
  - Reflected Light

**Behavioral Objectives:**

*Students will be able to:*

- Measure and create a neat, balanced chart to display their understanding of value in a graphic organizer.
- Create both a divided value scale & blended value scale successfully through the use of drawing pencils, pressure, and layering.
- Add value to the 4 basic forms (sphere, cone, cylinder, cube) to give the illusion of 3-D forms on a 2-D surface.

- Tone
- Mid-Tones
- Layering
- Cross-Hatching
- Blending
- Stippling
- Positive Space
- Negative Space
- Depth
- Proportion
- Scale
- Overlap
- Perspective
- Sphere
- Cone
- Cylinder
- Cube
- Plane
- Edges
- Faces
- Vertices
- Emphasis
- Contour
- Kneaded Eraser
- Gesture
- Preliminary Drawing
- Size Relationships
- Mixed-Media
- Height
- Width
- Bisque
- Greenware
- Kiln
- Porous
- Slab
- Slip & Score
- Clay
- Observational Drawing
- Viewfinder
- Grid
- Collage
- Elements of Art
- Principles of Art
- Line
- Shape
- Value
- Form
- Space
- Texture
- Color
- Movement
- Harmony
- Variety
- Rhythm
- Unity
- Emphasis
- Balance

- Manipulate various materials, techniques, and styles to create meaningful, unique works of art.
- Successfully recognize, analyze, and incorporate the Elements & Principles of Art in the works of others and their own.
- Create observational drawings of still life setups in proportion, using value to make them look like they are 3-dimensional by applying their knowledge, technique, and skills of value.
- Successfully incorporate the Elements and Principles of Art into their artwork. Students will be visually portraying their understanding!
- Make cross-curricular connections between their artwork and other subject/content areas.
- Manipulate clay into a 3 dimensional form using various techniques.

- Proportion
- Pattern
- Craftsmanship
- Analysis
- Critique
- How to use value to create the illusion of 3 dimensional forms on a 2 dimensional surface in drawings.
- How to incorporate the elements of art & the principles of art through visual representation. how to create art using mixed-media.