

## **Visual Arts Grade 8**

This course is open to all grade 8 students interested in learning about the creative process, including tool-use, techniques, and the concepts traditionally used in art making. In addition to reviewing basic skills and continued studies of the elements and principles, students will begin to make more creative and individualized choices. Students are encouraged to seek deeper personal solutions to the artistic challenges presented. The areas of drawing, collage, printmaking, and sculpture will be covered. Grade 8 students will continue to maintain their Visual Journal experiences.

\*ACE: Grade 8 ACE students will do all of the above as well as create their own more personal experiences through intensive study and homework assignments.

### **Objectives**

#### **Grade: 8 Term: 1**

Students will draw from direct observation.

Students will demonstrate understanding of various line types.

Students will experiment with wet and dry techniques.

ACE: Students will understand and use trompe l'oeil technique.

Students will understand the concept of Popular Culture through the study of Pop Art

ACE: Students will design a graphic image through the utilization of the silk-screen process.

Students will learn the correct general proportions of the human figure.

Students will use the element of space to create a successful composition.

Students will learn the correct proportions of the face and create a self-portrait.

Students will demonstrate knowledge of pattern.

Students will compose a poem and create a self-portrait that illustrates identity.

ACE: Students will illustrate body language through drawing their hand within self-portrait.

#### **Grade: 8 Term: 2**

Students will criticize, observe and discuss the ramifications of graffiti.

Students will be able to distinguish the various color harmonies.

Students will invent a sneaker logo and brand.

Students will construct a 3D form using a variety of 2D materials.

Students will use the principle of Unity to create an integrated initial.

Students will employ a variety of clay techniques including pinch and slab methods to construct a container.

Students will utilize a variety of glaze techniques.

Students will construct an artists' book that demonstrates non-traditional techniques.

Students will draw from their imagination to create a view in perspective.

### Grade: 8 Term: 3

Students will create their own pattern and sew a soft sculpture.

Students will create a contour line drawing from observation.

Students will compare and contrast body art from various cultures.

Students will demonstrate understanding of the Core Cultural Identifiers through the design of a tattoo.

ACE: Students will employ knowledge of Surrealism into their Tattoo Juxtapose drawings.

Students will explore Activist Artists and learn what Activism can mean to them.

Students will research a topic that is compelling and create a piece of art that has a clear point of view.

ACE: Students will understand the photo-montage process.

### Grade: 8 Term: 4

Students will explore Nature as inspiration in a variety of cultures to create their own repousse.

Students will learn about and employ concave and convex embossing techniques.

Students will demonstrate understanding of Organic line and Pattern.

Students will use humor to create an Artists Card series.

Students will review and edit their portfolio to select their strongest works.

### Scope and Sequence

Grade: 8 Term: 1

Objectives/Concepts	Topics/Delineation	Assessment What will students learn?
Students will draw a still life set-up from direct observation. Students will become familiar with the various types of line and be able to use said lines in a drawing. Students will experiment with wet and dry techniques. ACE: Will use trompe l'oeil technique with one of the still life objects. 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 2.9, 2.10, 2.11, 3.4, 8.5	Direct Observational Drawing, Line, Watercolor, Pastel, Martin Breton, Pere Borrell dell Caso	Watercolor still life
Students will look at various Pop Artists. Students will employ their knowledge of	Pop Art, Andy Warhol, Wayne Thiebaud, Koons, Jasper Johns, Jim Dine, Multi-step	Pop Art Print, Rubbing

Pop art to create a print in the style. ACE: Silk Screen on fabric 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 2.10, 2.11, 3.4, 6.4, 7.3, 9.2, 9.3, 9.4	Printmaking	
Students will learn the correct general proportions of the human figure. Students will arrange the space using overlapping to produce an aesthetically pleasing composition. ACE: Wire Profile 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 2.10, 2.11, 3.4, 5.5, 6.4	Proportion, Figure Drawing, Space, Composition, Keith Haring, DaVinci, Picasso, Rubens, Sargent	Triple Person Por
Students will learn the correct proportions of the face. They will use their knowledge to draw a self-portrait in pencil. Students will create a pattern in color that reflects their personality. Students will write a poem that is inspired by their art. ACE: Include hand drawing within self-portrait 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 2.9, 2.10, 2.11, 3.4, 3.5, 3.6, 5.6	Self-portrait, Proportion, Pattern, Writing, Frida Kahlo, Leonardo Da Vinci, Van Gogh, Picasso, Durer, Chuck Close, Corbet, Rembrandt	Self-Portrait, I An

Grade: 8 Term: 2

Objectives/Concepts	Topics/Delineation	Assessment What will students
Students will observe and discuss the ramifications of graffiti. They will create their own name in graffiti using a color harmony. Students will invent a sneaker logo and brand. ACE: Create Design on actual sneaker 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 2.10, 2.11, 3.4, 3.6, 5.6, 7.3, 8.4, 9.2, 9.3, 9.4	Graffiti, Street art, Outsider Art, Just for Kicks, Color Harmony, Percy Fortini Wright	Graffiti Sneaker I
Students will construct a 3D form using a variety of 2D materials. Students will also design an integrated initial that must demonstrate Unity. ACE: Cut into box so that a design will be visible from the inside as well as outside 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7,	Unity, Design, Multimedia.	Multi Media Box

2.8, 2.9, 2.10, 2.11, 3.6, 5.5		
Students will use pinch and slab methods to construct a container inspired by food with lid out of clay. Students will utilize a variety of glaze techniques. ACE: related surprise inside the container 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.9, 2.10, 2.11, 3.4, 5.5, 5.6, 7.3, 8.4, 8.5, 9.2, 9.3, 10.2	Clay and its history. Proportion, Janis Wunderlich, Picasso, Judy Chicago, Peruvian Clay vessels, Native American Pottery	Clay Container, R
Students will create a storefront window in the form of a tunnel book. Students will use past experience and imaginations to invent a store and a window display, including store name in appropriate font. ACE: Must include furniture and themselves inside 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 2.9, 2.10, 2.11, 3.7, 5.5, 5.6, 7.3	Perspective, Interior Design, Bookmaking, Letterform.	Tunnel Book, Ru

Grade: 8 Term: 3

Objectives/Concepts	Topics/Delineation	Assessment What will students
Students will create their own pattern and sew a doll that reflects their best and less desirable qualities. Students will use animals that share these traits to inspire the acrylic painting portion. ACE: Sew more complicated shape 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 2.9, 2.10, 3.5, 3.6, 5.5, 5.6, 6.3, 6.4, 7.2, 7.3, 9.2, 9.3	Folk Art, sewing, quilting, Sally Mavor, Sandy Mastroni,	Sewn Portraits, R
Students will draw a contour line drawing of their hand from observation. Students will explore body art from various cultures and design their own tattoo based on one of the Core Cultural Identifiers. Students will learn what the Core Cultural Identifiers are and which they most closely identify with. ACE: Add a surreal element 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.8,	Design, Africa, Hinduism (Henna Tattoos), New York Tattoo Artists	Body Art, Rubric

2.9, 2.10, 3.4, 3.5, 3.6, 5.5, 5.6, 6.3, 6.4, 7.2, 7.3, 8.5, 9.2, 9.3		
Students will explore Activist Artists and learn what Activism can mean to them. Students will research a topic that is compelling to them and create a piece of art using hand made stencils that has a clear message of their point of view. ACE: Must be poster size and include photo montage 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.8, 2.10, 2.11, 3.5, 3.6, 3.7, 5.5, 5.6, 6.3, 6.4, 7.2, 7.3, 8.5, 9.2, 9.3, 9.4	Activism, Shepard Fairey	Activism Art, Ru

Grade: 8 Term: 4

Objectives/Concepts	Topics/Delineation	Assessment What will students learn?
Students will explore Haitian Oil Drum Art and use nature as inspiration to create their own repousse design in metal. Through the embossing process, students will learn about concave and convex techniques. ACE: Must cut out areas 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.8, 2.9, 2.10, 2.11, 3.5, 3.6, 6.3, 7.2, 8.5	Haitian Oil Drum Art, Recycled Art, Repousse.	Repousse (Haitian nature), Rubric
Students will carefully stamp and observe their unique thumbprints and replicate them in a creative way focusing on Organic line and Pattern. Students will use humor to create a clever mini-artwork and follow-up with Artists Cards. ACE: 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.8, 2.9, 2.11, 3.4, 3.6, 5.5	Observational Drawing, Creativity, Humor, Line, Pattern,	Zoom in Thumb,
Students will review their portfolio and use their knowledge from the past three years to inspire their 10 final Trading Cards. ACE: 15 (5 for homework) 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 3.4, 3.5, 3.6, 7.3	Creativity, self-exploration, Review	Artist Trading Ca