

Visual Arts Syllabus - Semester I & II
8th Grade - 2010-2011
Katy Stanberry - KStanber@greenville.k12.sc.us

Course Description

Discipline-Based Art Education is an approach to teaching art that makes use of the four foundational art disciplines to teach art concepts and skills: *Component I. Aesthetic Perception –Visual and Tactile; Component II. Creative Expression- Artistic Knowledge and Skill; Component III. Visual Arts Heritage – Historical and Cultural; and Component IV. Aesthetic Valuing.* The disciplined-based art curriculum provides a viable means of presenting interdisciplinary, cross-curricular studies in the humanities while helping students develop perceptual awareness, critical thinking skill, and an understanding of art. Units and Projects are structured progressively to develop skills and knowledge of content that will fulfill *South Carolina Visual and Performing Arts Curriculum Standards.*

<http://www.state.sc.us/sde/educator/standard/vparts/index.html>

I. Learning and Developmental Goals, Standards Based

The goal of the curriculum is to help students develop knowledge and skills in the four components of art. Lessons are sequenced to include the study of the elements and principles of art through works of art by famous artists, and to develop experience a variety of art media. All projects will relate to selected art works by famous artist throughout history. Through lecture, videos, internet, and art reproductions, students will compare and contrast themes and styles in order to gain an understanding of how artists use the elements and principles of art and how art reflects, records, and shapes history. Students will increase their knowledge of color and color theory and apply the theory to their own artworks. Students will use descriptive, interpretive, and evaluative statements to make informed judgments about works of art.

II. Units of Instruction

Textbooks:

Turner, Robyn Montana, Ph.D.. *Portfolios.* Barrett Kendall Publishing, LTD. Austin, Texas, 2001

III. Course Requirements

All students are required to participate in the units: lessons and studio projects designed for the 9 weeks of each semester. Lessons are not noted by date since completion times vary from class to class due to class focus and time on task, interruptions to instructional time assemblies, safety drills, etc. Students are highly motivated and are finish early and have a "go-to" project.

Designed lesson allow for students to select alternate lesson if whole class prefers on lesson to another. Note specified alternate lessons are may be student self-selection project that uses different media.

Secondly, alternate projects are often dependant on student focus and time on task. If time permits, the class will be offered the Additional lessons.

- Additional lessons: may be adjusted to meet the needs of the students but will not be expected parts of the curriculum but are at the teacher's discretion and are predicated on time availability and students ' interest and timely participation.

(Please note that the projects planned for this semester may change. The primary goal is to maximize student achievement. Art projects may be added, deleted, and/or substituted at the teacher's discretion based upon the individual needs, levels, and learning styles of each class.)

Essential Question for the Semester: What is the Nature and Value of Art? What is Design? How do artists USE elements of art and arrange Principles of design to create beauty and meaning in works of art?

Where do artists get their ideas? How does the viewer analyze art?

What are some curriculum connections among art, dance, music, drama, literature, science and math?

V. Units and Lessons

. 1ST & 3RD 9 WEEKS-

- DURING THE SEMESTER STUDENTS WILL CREATE ARTWORKS IN VARIOUS MEDIA USING A VARIETY OF TECHNIQUES.
- THEY WILL ANALYZE FINE ART REPRODUCTIONS OF ARTISTS FROM HISTORICAL AND CURRENT TIME PERIODS AND INTERPRET THE THEME/MEANING, THE TECHNIQUES AND PROCESSES OF THE ARTIST
- THEY WILL MAINTAIN A PORTFOLIO OF HIS OR HER ARTWORKS.

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA8-5.1 Compare various purposes for the creation of works of visual art.

VA8-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

Requirement: Create 4 or more design compositions with evidence for the portfolio.

VA8-5.3 Maintain a portfolio of his or her artworks. Note-3-d compositions are photographed and characteristics of lesson are detailed in portfolio rather than actual 3-d design.

[HTTP://ED.SC.GOV/AGENCY/STANDARDS-AND-LEARNING/ACADEMIC-STANDARDS/](http://ed.sc.gov/agency/standards-and-learning/academic-standards/)

Unit 1: Art as Design

A. What is the Language of art? How do artists use the elements and principles of design?

- Required Semester Project: Writing in art. Vocabulary terms, artists quotes, student aesthetic perception of fine artworks.

Critical Knowledge **1:** Vocabulary Acquisition: Define the elements of art and the principles of design

Students use sketchbooks or created vocabulary booklets to define all elements and principles of art and other vocabulary as defined in the state/county curriculum guide.

Composition 1: Create design that demonstrates the element of art and principles of design in a composition with it basis in students initials: act as a "go-to" project to be assessed at end of semester. (Details: See project two below.)

Unit 2: First 9 weeks of fall semester only: What is Graphic Design? How do artists use graphic design to serve a message?

Lesson 1: Graphic Design-the art of communicating messages with images (photographs, illustrations).and words- Font-letter design.

Graphic Designers-artists commissioned to design symbols to visually represent clients: Cities, businesses, or other groups.

Studio Project 1: *Design poster for the Drug Calendar Contest (*SEMESTER 1 ONLY)

Each year students in Greenville County design a poster for the Solicitors Office

Studio Project 2: Design composition project long term "go-to" assignment for those who are early finishers.

- Expressing design with Name Design.
- Or, alternate lesson: Student bring in found objects from home, from construction trash and other interesting found objects from nature. Start collection in shoe box, start sketching ideas for putting found object together for Picasso like figure "Baboon with Young". Selection of project involves students making choices as they design the project composition.

Unit 2: Representation vs. Nonrepresentational art

VISUAL ARTS STANDARD I. Understanding and applying media, techniques and processes.

ESSENTIAL QUESTION: Where do the elements and principles of design best fit into my planning, creating, and assessing my artwork?

A. How does art that represents nature increase knowledge of the subject?

— Intro: Right brain activities Lessons 1-2: Drawing preliminaries-line, perception, right brain theory

Guided Practice: Contour & Gesture

Line, Value, Shape, Texture & Pattern

Shading Techniques--Value Contrast -stippling, hatching, cross-hatching,

Lesson 4: Shape, texture, and pattern www.eduweb.com

Lesson 5: Shell Meditation

Studio Project 3: Drawing the Shell/still Life--Representational art

Lesson 5: Shading objects & value contrast

Lesson 6: Positive & Negative drawing

B: What characteristics are necessary to depict the essence of Objects?

Lesson 9: Contour, natural paints, color and value: Pre-historic

<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/index.html>

Writing about art--Personal Reflection

C: How do artists present ideas through non-representational art?

VISUAL ARTS STANDARD II. Using knowledge of structures and functions such as elements and principles of design.

ESSENTIAL QUESTION: Can you pick out the elements and principles and talk about them to others?

- Lesson 6: Examine Non-representational art using understanding of elements and principles of design.

Artworks Having No Recognizable Subject or non-representational art www.artLex.com

D: What characteristics are necessary to depict space?

Project 4: Draw all forms of perspective in sketchbook

Lesson 7- Element of Space: Perspective Drawing—demonstrating three types of perspective, One-point perspective, bird's-eye view, man's eye view--cityscape, 3-d room-(corner of room), and the arch.

Lesson 8: and Weird, Warped Perspective

2nd & 3rd 9 weeks!

Unit 3: Art as Composition

Achievement Standard B: Select and apply the most effective media, techniques, and processes to enhance communication of their experiences and ideas

ESSENTIAL QUESTION: How can I select and apply the most effective media, techniques, and processes to enhance communication of my experiences and ideas?

- A. How do artists experiment with materials, art elements, and principles? From where do artists get their ideas?

Lesson 6: Painting Preliminaries-Color wheel, color Schemes, color harmonies

Project 5: A. Create color wheel design using water color

B. Using chalk or watercolor paint analogous design with glue lines marked with ink design

C. organize lesson below with color harmonies

- B. How does the arrangement of art elements and principles serve the message or purpose of an artwork?

Project : Non-objective painting - Choice 1-color complimentary weaving; Choice 2--Non-objective painted design Choice 3-- value Torn paper design

UNIT 4: ART AS EXPRESSION

VISUAL ARTS STANDARD III. Choosing and evaluating a range of subject matter, symbols, and ideas.

ESSENTIAL QUESTION: What is the best way to choose and evaluate subject matter, symbols, and ideas in your artwork?

A. HOW DO ARTISTS ASSIMILATE LIFE'S EXPERIENCES AND GIVE FORM TO THEIR INTERPRETATIONS?

B. Media of Art--How artist use various ideas, media and symbols to portray subject matter?

Lesson 7: Study of techniques and ideas of selected Artists--

Project 4: Painting in style of artists: self-portraits; Non-objective represented self-portraits Jasper Johns color values, complimentary colors using numbers & letters.

Lesson 8:Realistic and emotional theme Self-Portraits in art studying works of Degas, Van Gogh, Matisse

Studio Project 6: Monotype self portraits

2nd AND 4TH NINE WEEKS

UNIT 5: MEDIA OF ART 3-D DESIGN

- A. How artist use a variety of media to portray an object?
 B. What are artifacts?
 C. How have artist used various materials such as metals, wood, stone, etc. to create sculpture around the world?

D. Compare and contrast various metal works- Bible cover, Drinking vessels, swords, artifacts, sculpture, architecture, clay, etc.

Studio Project 7 Working with 3-D sculpture

Note: Ceramics is optional and completely dependent on students' interests and involvement in art—students must demonstrate a willingness to be responsible with clay and must adhere strictly to the rules of working with, storing, and cleaning up the clay at the end of the lessons and project. Inappropriate behavior will result in cancellation of this lesson.

UNIT 6: Formal Organization

VISUAL ARTS STANDARD IV. Understand the visual arts in relation to history and cultures.

ESSENTIAL QUESTION: How can you compare and contrast the characteristics of artworks from various cultures and historical periods?

- A. What formal qualities in artworks make them valuable?
- B. What makes one work of art valuable and the other does not become a masterpiece
- C. Compare and contrast:
 - Show calendar dogs playing poker. Is this fine art? Why or why not?
 - Show Piet Mondrian-What makes his abstractions fine art?
 - Why is one a masterpiece and the other is popular art and not museum quality art?

Project 7: Write about two pieces of art created at different time period with similar themes and discuss how the artists has used the elements of art and principles of design, specific media, choice of 2-dimensional or 3-dimensional representation of ideas, theme, or processes. Discuss a project idea you have and how you would choose to represent your subject matter.

- E. Students should be able to compare and contrast art in relations to history and cultures.
- F. The projects, handouts, lesson and discussions during the Semester should have results in Cumulative knowledge of concepts unique to art and to themes shared by humanity- Art Talk/write: Evidence will be comprised from whole semester responses to projects analyzing descriptions by students' reaction to the various project thought the semester. Evidence in vocabulary booklet to include quotes and art talk, art analysis Describe art works in historical context of time, place, selection of imagery. Handouts for art criticism and art history and viewing style, time period of art and various purposes for creating art.

III. Instructional Material and Resources

Materials and resources needed to meet my goals for instruction for the year 2004-2005

- Reproductions of artworks by famous artists, Videos, Books
- Charts: colors wheel, Elements and Principles of Art
- Paper: Drawing, Newsprint, Printing paper, Painting paper or canvas
- Drawing media: drawing pencils, Colored pencils, Markers, erasers, felt-tip pens, Ink
- Props for still life: Objects found in nature, Man-made objects
- Painting media: tempera, acrylic, polymer medium, gesso, painting trays, Brushes
- Sculpture material: masking tape, acrylic medium, tissue paper, assorted colors, newspaper
- Printmaking tools: Carving sets, Brayers, Stamps, Ink.

- Scissors, Brushes, Glue, Pencils, Masking tape, Display materials, Lamps, Colored pencils, Markers, Rulers, Mirrors

IV. Major Assessments

Students will maintain an art Portfolio (40% of grade)

The Art Portfolio (projects/work samples) should:

- ❑ Specify goals of the program (Syllabus)
- ❑ Reveal evidence about learning in the 4 disciplines including knowledge of content, processes, conditions, meta-cognition, art motor skills, and values, attitudes, and interests
- ❑ Reveal three kinds of physical evidence: primary, secondary, and extrinsic
- ❑ Reveal a complete picture of and relate to goals of the curriculum, a unit of study, or a specific discipline area
- ❑ Show progress over time
- ❑ Show significant achievements
- ❑ Reveal learning difficulties
- ❑ Reveal what is significant to the student
- ❑ Involve the student in the process of selection, reflection, and justification
- ❑ Include didactic information
- ❑ Reflect adherence to performance standards
- ❑ Include Grading Rubric

Daily Performance Assessment Strategies (50% of Grade)

Major grade: to include Long term Projects: 50% Studio projects

Minor grade: Daily Performance Assessment Strategies (50% of Grade)

Constructed Responses (writing about art); Addresses Lesson Objectives (Notes, Sketches, Design ideas/exploration, & specific vocabulary); Cleaning the art room, taking care of and safe use of materials. Teacher observation/Interview, Checklists, Journal Entries.

Exam, quizzes/tests: All tests may consist of one or more of the following approaches: Fill in the blank, True-False, Multiple-choice, Matching, crossword, bingo and Essay.

FINAL GRADE EQUALS 100%

To include: Constructed Responses (writing about art); Lesson Objectives (Notes, Sketches, Design ideas/exploration, & specific vocabulary); Teacher observation/Interview, Checklists, Journal Entries. Exam, Quiz/Tests: All tests may consist of one or more of the following approaches: Fill in the blank, True-False, Multiple-choice, Matching, crossword, bingo and Essay.

Final grade equals 100%

V. STUDENT RECORDS

The following procedures will be used to record student progress:

1. Power/Teacher Grade Book—All work recorded in grade book. Columns are labeled and dated to indicate each grade, the weighted percentages and calculations are averaged by grade book program.
2. Progress Reports—Midterm progress reports each grading period.
3. Report Cards—Report cards sent at end of each nine-week grading period.
4. Other Reports—Teacher/student conferences, phone calls, notes home, emails, and teacher/parent conferences.

VI. Procedures for non-instructional routines

- Attendance taken Daily
- Instructions will be given at the beginning of class daily.
- Enter the room quietly, check overhead or board for bell work, get out portfolios, and sharpen pencils, then, take your seat, ready to begin class immediately.
- Listen to lesson instructions; follow directions, place daily assignments in Portfolio.
- Progress on assignments will be monitored daily.
- Students must have signed pass to leave class.
- Please take opportunity to go to restroom between classes.
- Leave tables neat and clean at end of class.
- Leave your seat only when you need to get or put away art materials.
- Remain in seat until dismissed.
- During any fire, tornado, earthquake drill or bomb threats, students will go the designated safe areas in an orderly fashion. See Designated Safety Areas posted on Wall in the art room.
- Ensure safe use of materials and equipment.
- Art materials are in the class for all, be sure to take care of materials.
- Loud or disruptive behavior is not appropriate and will keep others from enjoying art.

VIII. Expectations: Rules & Procedures

All procedures, rules, and consequences will be reviewed the first week of school. Letters will be sent home for parents and students to read, discuss, sign, and return the designated portion. These will be filed and kept in the classroom. Rules and procedures will be posted and reviewed as necessary. Students should follow all rules outlined in the Student Handbook
Students should demonstrate adherence to classroom rules: respect, responsibility, work cooperatively.

IX. CONSEQUENCES FOR VIOLATING SCHOOL RULES (SEE STUDENT HANDBOOK) &/OR CLASS RULES

1st Offense -- Verbal Warning

2nd Offense -- Isolation/assignment (brief period 10 min.) Parents notified

3rd Offense -- Parent notified if behavior persists-first after-school detention with teacher

4th Offense -- After School Detention-Principal's detention

5th Offense -- Referral to Assistant Principal for major infractions

Tardy policy—1st offense Warning & Parent Contact

- Three times being late to class results in after-school detention.

X. Communicating with parents

Parents will be contacted during the semester and will receive:

1. A copy of classroom rules and procedures
2. Positive notes and/or calls
3. Grade book on-line
4. Telephone calls concerning work or behavior
5. Behavior steps taken on-line
6. Progress reports (mid-nine weeks)
7. Nine week report cards
8. Parent/teacher conferences
9. Notification of drop in performance

XI. Primary Outcomes/Course Objectives

The general objectives for art classes is for all students the become familiar with art concepts, experience a variety of art experiences, become more confident in art abilities, and develop problem solving skills. By the end of a semester students should have:

1. Define, recognize and use the elements of art and principles of art.
2. Recognize, distinguish, and appreciate art and cultural influences of differing cultures and historical periods.
3. Develop an awareness of and sensitivity to art in both natural and human-made environments.
4. Strengthen perceptual awareness and cognitive skills through sensory experiences.
5. Analyze, compare, interpret, and evaluate art of self, other students, and major artists.
6. Gain an appreciation for the importance of art as it relates to culture, to everyday life, to education, and to careers in art.
7. Design studio projects that reflect insight and knowledge of art concepts;
8. Communicate feeling and ideas through creative visual and written expression.
9. Develop skills in producing visual art in a wide variety of media and techniques.
10. Make connections between art and culture in journal writing.
11. Develop skills in the care and safe use of art supplies and equipment.
12. Work successfully in cooperative learning situations.
13. Explore careers in which art knowledge is important or necessary.
14. Have art displayed in art room, in school, and in community and state.
15. Explore *SC Visual Arts Standards*.

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/>

GRADE 8

Visual Arts

Standard 8-1 The student will demonstrate competency in applying a variety of media, techniques, and processes.

Indicators

VA8-1.1 Analyze how different media, **techniques**, and processes evoke different responses in the viewer of an artwork.

VA8-1.2 Select interpret, and apply the most effective media, techniques, and processes to communicate their experiences and ideas through their artworks.

VA8-1.3 Use art materials and tools in a safe and responsible manner.

Students in eighth grade use media, techniques, and process to communicate ideas in their artwork. Students are able to describe how different media, techniques, and processes cause different outcomes. Students learn to use art tools and materials in a safe and responsible manner.

GRADE 8

Visual Arts

Standard 8-2 The student will develop knowledge of composition to communicate ideas.

Indicators

VA8-2.1 Use the elements and principles of design to describe the composition of a particular artwork.

VA8-2.2 Use **elements and principles of design** to create artworks that demonstrate appropriate composition and communicate their ideas.

VA8-2.3 Select and apply the most effective media, techniques, and processes to communicate their experiences and ideas through their artworks.

VA8-2.4 Evaluate and use art materials and tools in a safe and responsible manner.

Students in eighth grade will recognize, describe, and analyze the elements and principles of design to create a good compositional arrangement and to communicate their ideas.

GRADE 8

Visual Arts

Standard 8-3 The student will explore content in art work.

Indicators

VA8-3.1 Analyze and critique visual metaphors and symbols in an artwork to convey meaning.

VA8-3.2 Analyze subjects, themes, and symbols in their work and the work of others.

VA8-3.3 Use the relationship between subjects, themes, and symbols to describe, analyze, and interpret intended meaning through their artworks and in the artworks of others.

Students will gain competency in the use of subject matter, symbols, and their ideas to communicate meaning in their artwork and the artwork of others.

GRADE 8

Visual Arts

Standard 8-4 The student will demonstrate competency in their use of the visual arts in relation to history, cultures, and technology.

Indicators

VA8-4.1 Compare and contrast a variety of artworks, artists, and visual arts materials that exist in South Carolina.

VA8-4.2 Analyze, describe, how time, location, climate, resources, ideas, and technology give meaning and value to an artwork.

Students will demonstrate competency in the discussion of the artwork of artists from different time periods and the impact that time, culture, and technology have on artworks.

GRADE 8

Visual Arts

Standards 8-5 The student will analyze and assess the qualities of their artwork and the artwork of others.

Indicators

VA8-5.1 Compare various purposes for creating artworks.

VA8-5.2 Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and those of others.

VA8-5.3 Analyze, interpret, and evaluate visual preferences in their artworks, in nature, and in artworks from various cultures and historical periods.

VA8-5.4 Collect, maintain, and exhibit a portfolio of personal artwork.

Students will describe an artist's focus or intentions in creating artwork, how their experience influenced their artwork, and that people respond differently to the same artwork.

GRADE 8

Visual Arts

Standard 8-6 The student will make connections between the visual arts, other arts disciplines, other content areas, and the world.

Indicators

VA8-6.1 Examine the characteristics of works in two or more art forms that have similar subject matter, historical periods, or cultural contexts.

VA8-6.2 Compare and contrast concepts and subject matter found in the visual arts with those in other disciplines.

VA8-6.3 Identify and evaluate the knowledge and skills required for specific art careers.

VA8-6.4 Compare and contrast the characteristics of works in two or more art forms that have similar subject matter, historical periods, or cultural contexts.

Students will describe and analyze the characteristics of the visual arts in comparison to other disciplines in the school curriculum based on their experiences.

Visual Arts Glossary

aesthetic/aesthetically. Of or pertaining to the standards on which judgments are made about the beauty or creative merit of a work of art. Aesthetic awareness and perception can be both intellectual and emotional.

analysis/analyze. The process of a dividing a whole into its component parts and examining the relationships between and among them.

art history. The field of study that identifies and classifies works of art in cultural and chronological contexts.

elements and principles of design. Color, shape, space, line, form, texture, emphasis, balance, proportion, movement, unity, variety, contrast, pattern/repetition in artworks.

expression. The act of putting thoughts or feelings into images in works of art.

interpretation/interpret/interpretive. The process of explaining, clarifying, or decoding the meaning of a work of visual art.

subjects/subject matter. The particular aspects of the human condition—the object, circumstance, event, experience, or entity—that the artist focuses upon and elucidates in a work of art.

technique. A way of using creative materials and approaches to achieve a desired artistic result.

Definitions of art terms can be found on-line at the listed sites below, or explore art at your Yahoo!igans or your favorite browser

www.ArtLex.com Dictionary of art

www.eduweb.com Portfolios/subjects/visual arts artists tool kit

www.Youtube.com -videos of a favorite visual artists ie. Pierre Auguste Renoir, Edgar Degas, Vincent Van Gogh, etc.

All museums such as:

www.MoMA.org

www.nationalgallery

www.Metropolitan

VISUAL ARTS CONTENT STANDARDS

Creative Expression

1. Understanding and Applying Media, Techniques, and Processes
2. Describing how different media, techniques and processes evoke different responses in the viewer of an artwork.
3. Select and apply the most effective media, techniques, and processes to communicate personal experiences and ideas.
4. Use a variety of ideas and personal experiences as sources of subject matter for art production.
5. Create art using the elements of art and principles of design.
6. Use various visual relationships in creating original art productions.
7. Produce art using a variety of two-dimensional production methods and materials.
8. Produce art using a variety of three-dimensional production methods and materials.
9. Demonstrate proficiency in the use of art techniques to create artwork.
10. Use multimedia and other technology to create visual imagery and design.
11. Produce graphic art symbols, signs, posters, and wall designs for specific purposes.

History

12. Analyze artworks originating in major cultures of the world.
13. Contrast unique features of particular art styles.
14. Analyze themes and symbols in art of different cultures.
15. Analyze ways that culture influences works of art.
16. Research various uses of the visual arts in business and industry: .Architectural design, commercial design, advertising, television, film, industrial design, multimedia, art careers, environmental design, artists-in-residence
17. Define selected visual art vocabulary.
18. Analyze a variety of art works.
19. Evaluate the work and style of a selected artist.
20. Use a variety of media to research the life of a selected artist.
21. Analyze the impact of the life of a selected artist on culture, history, politics, and economy.
22. Interpret ways artists achieve different effects with the elements of art and principles of design.
23. Investigate different art careers.

Criticism

24. Evaluate the roles art works play in the environment.
25. Apply criteria in judging works of art.
26. Make finer discriminations about the elements of art and principles of art when responding to various art forms.

Aesthetics

28. Analyze aesthetic qualities (meaning, purpose, role) that exist in both natural and man-made objects.
29. Compare various artistic solutions to environmental and social problems.