

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Art Education curriculum maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potential. The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: create, respond, connect, and present.

How to Use the Middle School Visual Art Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. For Visual Art, this is generally reflected in the following quarterly framework*:

Big Ideas: The big idea helps students connect the skills/techniques to the purpose and relevance of the unit's content.

Guiding Questions: Asking guiding questions at the start of a unit allows students to move to higher levels of thinking that calls their attention to the big idea.

Vocabulary: This list of general art terms for each unit will help students speak and write about their art and the art of others.

Skills/Techniques: This column reflects the standards and essential tasks associated with mastery of the unit.

Suggested Activities: Like a menu, teachers may choose one or more student activities that will reinforce learning as it relates to the standards and big ideas. Teachers may also incorporate activities that are not explicitly listed in these maps.

Suggested Assessments: Like a menu, teachers may choose one or more assessment (formative or summative) that will gauge students' mastery of the knowledge/skills related to the standard. Teachers may also utilize an assessment that is not explicitly listed in these maps.

Interdisciplinary Connections: Connections to ELA, Math, Social Studies, and Science are included for overall support of the district's goals.

Visual Text/Art Criticism: A suggested work of art and reflection questions are included to further support the curriculum. Teachers may choose to incorporate other exemplar works of art and additional questions that are not explicitly listed in these maps.

Resources: Links to articles, books, websites, or videos are included to further support implementation of the curriculum.

*SCS Middle School Visual Art Education Curriculum assumes one hour of art instruction per day for a full year. Because instructional times differ across middle schools, units may be abbreviated or combined as needed to best fit students' needs.

Middle School Curriculum Map- Visual Art

Grade: 8th Grade

Quarter and Timeframe (#days/weeks): Q1/Unit 1 (2 weeks)			Unit: Intro to Art: Thinking Like An Artist		
<p>Big Ideas: The student can safely use and care for a variety of art materials. The student can follow a set of procedures when creating art. The student can critique, analyze, and interpret a work of art.</p> <p>Guiding Questions: How does an artist use and care for tools and materials? How do artists analyze and critique artwork?</p>			<p>Standards: <u>CREATE</u> 8.VA.Cr2.B Demonstrate awareness of ethical responsibility and the use of images, materials, tools, and equipment in the creation and presentation of original work. 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship. <u>RESPOND</u> 8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary. 8.VA.R3.A Construct a persuasive and logical argument to support an evaluation of art. 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration	
<p>medium/media, dry media, wet media, craft, technique, grid, enlargement, pre-assessment, formative assessment, post assessment, plagiarism</p> <p>art categories, objective/nonobjective art, abstract/realistic art, steps of critique: describe, analyze, interpret, judge</p>	<p>how to use a ruler: measurement, creating a grid, brush care, clean-up routine, storing/caring for artwork, uses image sources responsibly</p> <p>visual thinking strategies, critiquing, creating an artist statement</p>	<p>practice of art room procedures and clean-up, completion of pre-assessments, experimentation with various forms of media</p> <p>class discussion involving visual thinking strategies, critiquing, and interpreting art; writing artist statements</p>	<p>pre-assessments (to be saved for portfolio of student growth): create a line drawing of a still-life from observation, draw and shade the four basic geometric forms, draw a self-portrait from observation, draw and color a landscape, write a critique of an artwork</p> <p>class discussion, oral critiquing, written critique, artist statement</p>	<p>language arts: reading an image as a text, citing evidence</p> <p>math: measuring with a ruler</p>	

Visual Text



The Banjo Lesson, Henry Ossawa Tanner

Art Criticism

Describe: What is going on in the picture?

Analyze: What do you see in this picture that supports your idea of what is going on? What more can we find?

Interpret: What do you think the artist was trying to express or communicate in his work?

Judge: Do you think the work is successful in concept and/or skill level? Why, why not?

Resources

[Visual Thinking Strategies](#)

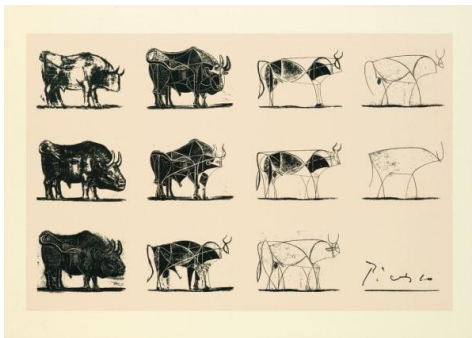
[Art of Ed: 8 Fundamental Routines That Will Transform Your Art Room](#)

Quarter and Timeframe (#days/weeks): Q1/Unit 2 (2-3 weeks)		Unit: Elements of Art: Line, Shape, Form, Illusion of Space		
<p>Big Ideas: The student can create drawings with various types of lines. The student can draw shapes, forms, and combine them to create new objects. The student can create the illusion of space on a picture plane.</p> <p>Guiding Questions: How can artists use the element of line to create variety and interest? How can artists combine shapes and forms to create new objects? How do artist create the illusion of space on a picture plane?</p>		<p>Standards: <u>CREATE</u> 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship. <u>RESPOND</u> 8.VA.R3.A Construct a persuasive and logical argument to support an evaluation of art.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
<p>line types (curved, zig-zag, vertical, horizontal, parallel, straight, broken, dashed, diagonal, thick, thin), styles of line drawing (blind contour, modified contour, contour, gesture, sketching)</p> <p>organic vs. geometric shapes, 2d vs. 3-d, circle, square, triangle, rectangle, ellipse, sphere, cone, cylinder, cube, shape-to-form drawing technique, axis line, top line, base line, proportion, one point perspective, horizon line, vanishing point, worm's eye view, bird's eye view, eye level, parallel lines, orthogonal lines</p> <p>positive space, negative space, depth, dynamic composition, static composition, foreground, middleground, background, linear perspective vs. atmospheric/aerial perspective</p>	<p>drawing various types of lines, creating line drawings in different styles</p> <p>one-point linear perspective, shape-to-form drawing technique</p> <p>methods of creating depth, how to create a dynamic composition: overlap, vary the placement, vary the size, touch 3 parts of the picture plane</p>	<p>create a design using various types of lines, draw objects in various styles of line drawing, critique art with a focus on the element of line</p> <p>review drawing geometric shapes/forms, organic vs. geometric, cubes in perspective (1 and 2 pt) from 3 viewpoints, practice shape-to-form drawing technique</p> <p>review methods to create a dynamic composition, critique art with a focus on the element of space</p>	<p>create a detailed line drawing of a plant or flower</p> <p>create a contour line drawings of shoes, hands, or objects</p> <p>create a line design print from scratch-foam</p> <p>create a drawing of an object or animal by simplifying the form into shapes to create a stylized drawing</p> <p>create drawings of objects using shape-to-form</p> <p>create a positive/negative space drawing</p> <p>draw grouped forms to show depth</p>	<p>math: line types, shapes, forms</p>

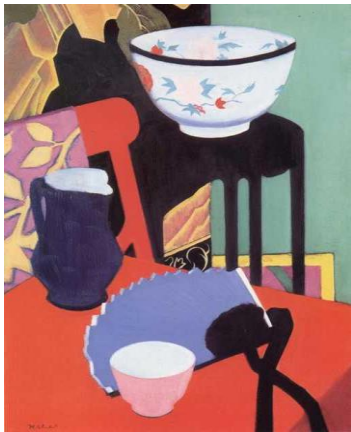
Visual Text



Star of Bethlehem, Leonardo Da Vinci



The Bull, Pablo Picasso



The Blue Fan, Francis Campbell Boileau Cadell

Art Criticism

Describe: What types of line are used in the artwork? (Da Vinci) What shapes and forms can you find in the artwork? (Picasso) Describe the artist's use of positive and negative space. (Cadell)

Analyze: How is line used to create a 3-dimensional quality? (Da Vinci) Explain the process Picasso used to create the drawings of the bull. (Picasso) What methods did the artist use to create the illusion of space? (Cadell)

Interpret: How can line be used to communicate a particular emotion? (Da Vinci) Why do you think Picasso was experimenting with simplifying complex forms? (Picasso) Why do you think the artist chose to make some areas flat shapes and others with detail? (Cadell)

Judge: Evaluate the artist's use of line. (Da Vinci) Which images of the bull do you prefer? Why? (Picasso) Evaluate the still-life drawing in terms of space. (Cadell)

Resources

[Artist's Toolkit](#)

[Line](#)

[Shape](#)

[Form](#)

[Illusion of Space](#)

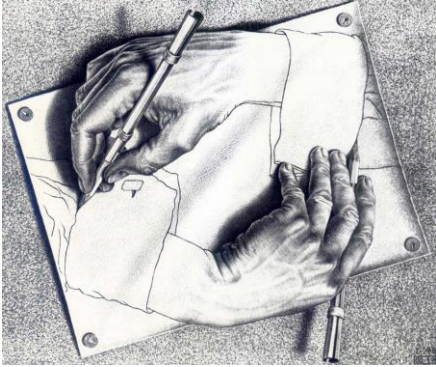
[Julian Beever - 3D Illusions](#)

<https://theartofeducation.edu/2015/12/24/3-helpful-elements-and-principles-downloads/>

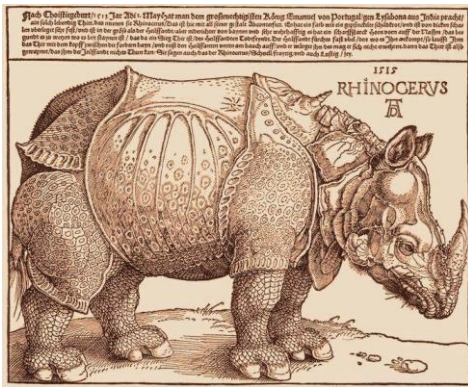
Middle School Curriculum Map- Visual Art

Grade: 8th Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 3 (1-2 weeks)			Unit: Elements of Art: Value, Texture, Color	
<p>Big Ideas: The student can apply the element of value to make an object appear 3-dimensional. The student can create the illusion of texture. The student can create a color wheel by appropriately mixing colors. The student can shade in color to make an object appear 3-d. The student can apply various color schemes to a work of art.</p> <p>Guiding Questions: How do artists use value to create an illusion of 3-dimensions on a 2-d surface? How do artists use the element of texture to create the illusion of smooth and rough surfaces? How do artists mix colors? What emotions are connected to specific colors? How do artists use color to convey emotional expression?</p>			<p>Standards: <u>CREATE</u> 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship. <u>RESPOND</u> 8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary. 8.VA.R3.A Construct a persuasive and logical argument to support an evaluation of art.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
value, gradient, light source, highlight, cast shadow, directional strokes, contrast, chiaroscuro implied texture, actual texture, visual texture color wheel; color schemes: primary, secondary, intermediate, tertiary, warm, cool, neutral, monochromatic, complementary, analogous split complementary, triadic; tint, shade, color intensity	creating values ranging from very dark to very light, radiating from dark to light, shading forms/objects to make them look 3-d, applying shading techniques such as blending, hatching, cross-hatching, stippling, and scumbling texture rubbings, using line and shading to create texture mixing colors to create a color wheel, shading in color using analogous and complementary colors, applying various color schemes in a work of art	create a value scale, shade the geometric forms to make them look 3-d, critique art with a focus on the element of value create texture rubbings, create a drawing of a nut, pinecone, or other textured object, critique art with a focus on the element of texture create a color wheel, shade forms using analogous colors and the complement	create a study of hands from observation draw and shade a piece of origami from observation create a pen and ink drawing or scratchboard of an animal with texture create an abstract drawing involving the emotional qualities of color (enlarged flowers, close-ups of microorganisms, inspired by music, etc.)	<p>math: shapes and forms</p> <p>science: various textures, color theory</p>

Visual Text



Drawing Hands, M.C. Escher



Rhinoceros, Albrecht Durer



Red Canna, Georgia O'Keeffe

Art Criticism

Describe: How did the artist make the hands look 3-d? (Escher) What elements of art are used to create the illusion of texture? (Durer) What color scheme did the artist use? (O'Keeffe)


Analyze: What shading techniques did Escher use? (Escher) Did the artist use implied texture or actual texture? (Durer) How do the colors make you feel? (O'Keeffe)

Interpret: Why do you think Escher kept some of the image in line? (Escher) Durer created this drawing not from observation, but by written description. Do you think he was accurate? Why, why not? (Durer) Why do you think O'Keeffe made the flower abstract? (O'Keeffe)

Judge: Evaluate the artist's use of the elements of art.


Resources

[Basic Shading Techniques](#)
[Shape to Form](#)
[Texture](#)
[Color](#)
[Virtual Instructor-Color](#)

Grade: 8th Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 4 (2-3 weeks)			Unit: Demonstrate Knowledge of Art Elements: Still-Life Drawing	
Big Ideas: The student can create a still-life drawing of grouped objects from observation. Guiding Questions: What strategies do artists use to create still-life drawings? How have artists across time periods and cultures created still-life drawings?			Standards: <u>CREATE</u> 8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media. 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship. 8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. <u>RESPOND</u> 8.VA.R3.A Construct a persuasive and logical argument to support an evaluation of art.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
dynamic composition, viewfinder, thumb-nail sketch, axis line, depth, overlapping, shape-to-form, ellipse, value, gradient, color scheme, texture	using a viewfinder; creating thumb-nails; mapping out the composition using axis lines, top lines, and base lines; shape-to-form; creating depth through overlapping, variation in size and placement, touching 3 sides of the picture plane; using value to make objects look 3-d; applying a color scheme; making objects appear to have texture	critique various still-life drawings/paintings over various time periods and cultures, create thumb-nail sketches using a viewfinder to plan a dynamic composition, create preliminary drawings to experiment with abstraction, develop a rubric to self-assess	create an abstract still-life drawing in the style of cubism create a still-life drawing from observation self-assess with student created rubric	language arts: critique social studies: periods of art history
Visual Text  <i>Still Life with Bottle and Glass, Juan Gris</i>		Art Criticism Describe: How did the artist use the elements of line, shape, color, value, texture, and space? Analyze: What effect does showing only parts of the objects have on the still-life drawing? Interpret: How did the invention of the camera affect the purpose of creating a still life? Judge: Why do you think the artist chose to make the still-life abstract? Do you like abstract work? Why, why not?		Resources Still Life History https://theartofeducation.edu/2018/09/25/how-to-use-art-history-to-take-your-still-life-studies-to-the-next-level/ https://theartofeducation.edu/2018/07/10/six-essentials-of-a-still-life-set-up/


Quarter and Timeframe (#days/weeks): Q2/Unit 1 (3-4 weeks)	Unit: Portrait Drawing
<p>Big Ideas: The student can create a portrait from observation using the shape-to-form drawing technique including expression and symbolism.</p> <p>Guiding Questions: How do artists create portraits containing likeness, expression, and symbolism?</p>	<p>Standards: <u>RESPOND</u> 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks. 8.VA.R1.A Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. <u>CREATE</u> 8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations. 8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
portrait, self-portrait, shape-to-form, proportions, symmetrical, asymmetrical, eye level, nose level, mouth level, ear level, pupil, iris, eyelid, tear duct, frontal view, ¾ view, profile view, symbolism, expression, style, focal point, facial expression, clothing, gesture, setting, objects	facial structure/proportions; neck/shoulders; facial features: eye, nose, mouth, ear; shading the face; creating various skin tones; applying texture to hair; portrait viewpoints: frontal, ¾, profile; symbolism/expression; methods: shape-to-form vs. grid; analyzing/creating self-portraits as biographies	review structure and proportions of face and facial features, analyze portraits in terms of facial expression, focal point, clothing, gesture, setting, and objects to infer meaning about the subject of the portrait	<p>create a portrait of yourself, a classmate, friend, or family member as a biography</p> <p>write an artist statement about the portrait</p>	<p>science: anatomy of face and features</p> <p>math: proportions, shapes/forms</p> <p>language arts: compare and contrast</p> <p>social studies: history of portraiture</p>

<p>Visual Text</p>  <p><i>Napoleon Leading the Army over the Alps, Kehinde Wiley</i></p>	<p>Art Criticism</p> <p>Describe: Describe the portrait in terms of facial expression, focal point, clothing, setting, gesture, and objects.</p> <p>Analyze: What do you think the artist is communicating through these choices?</p> <p>Interpret: What was the artist expressing about himself and the art world in the creation of this self-portrait?</p> <p>Judge: Why do you think this artist was chosen to create President Obama's portrait?</p>	<p>Resources</p> <p>Portraits History of Portraiture Who is Kehinde Wiley https://theartofeducation.edu/2018/03/06/using-portraits-big-idea-traditional-non-traditional-self-portraits-classroom/</p>
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Middle School Curriculum Map- Visual Art

Grade: 8th Grade
Quarter and Timeframe (#days/weeks): Q2/Unit 2 (1 week) Unit: Figure Drawing


Big Ideas: The student can create a drawing of the human figure. Guiding Questions: How do artists create figure drawings?			Standards: <u>CREATE</u> 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship. 8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. <u>RESPOND</u> 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
body proportions, gesture drawing, movement, positive space, negative space, shape-to-form	proportions of the human figure, gesture drawing, adult proportions vs. child proportions	draw the human figure in shape-to-form using proportional guidelines such as 7 heads tall, etc., create gesture drawings of classmates in various poses, critique figure drawings over time in terms of proportions	create a drawing of a seated figure create a drawing of an athlete/dancer in motion	science: anatomy of the human figure math: proportions
Visual Text  <i>Waiting</i> , Edgar Degas		Art Criticism Describe: Describe the painting. What do you see? Analyze: Why is understanding of perspective necessary in creating a drawing of a seated figure? Interpret: What does the posture and positioning of the figures express in this work? Judge: Evaluate the artist's mastery of the figure.		Resources Gesture Drawing Figure Drawing https://theartofeducation.edu/2017/06/08/model-mondaysor-tutu-tuesdaysor-figure-fridays-taking-students-figure-studies-next-level/

Middle School Curriculum Map- Visual Art

Grade: 8th Grade		
Quarter and Timeframe (#days/weeks): Q2/Unit 3 (2 weeks)		Unit: Principles of Design


<p>Big Ideas: The student can create a work of incorporating the principles of design.</p> <p>Guiding Questions: How does an artist use the principles of design to create a visually compelling piece of work?</p>		<p>Standards: <u>CREATE</u> 8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media. 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship <u>RESPOND</u> 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks. <u>PRESENT</u> 8.VA.P2.A Collaboratively prepare and present selected theme-based artwork for display, and formulate narratives for the viewer.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
emphasis, rhythm/movement, balance, asymmetrical balance, symmetrical balance, radial balance, unity, variety/contrast, harmony	arranging and experimenting with the elements of art to create emphasis, rhythm/movement, balance, unity, variety, and contrast in works of art	create an accordion-fold book containing small art pieces that focus on each principle of design, create an abstract work of art incorporating the principles of design	collaboratively create paintings/drawings inspired by instrumental and/or vocal music using the elements of art and principles of design to be displayed as an exhibit, formulate a narrative to explain how you created art from music	<p>science: balance</p> <p>math: pattern</p> <p>language arts: explain artistic choices</p>
<p>Visual Text</p>  <p><i>Fragment II for Composition VII, Wassily Kandinsky</i></p>		<p>Art Criticism</p> <p>Describe: Which principles of design did the artist use in the creation of this work?</p> <p>Analyze: How are the elements of art used to create the principles of design?</p> <p>Interpret: This painting was inspired by a piece of music. Does the painting remind you of music? Why/why not?</p> <p>Judge: Evaluate the painting in terms of the principles of design.</p>		<p>Resources</p> <p>Principles of Design Disney film <i>Fantasia</i></p>

Middle School Curriculum Map- Visual Art

Grade: 8th Grade				
Quarter and Timeframe (#days/weeks): Q2/Unit 4 (2 weeks)			Unit: Creating Art for Presentation	
Big Ideas: The student can create a work of art for presentation in a local, regional, or national contest. Guiding Questions: How does an artist create a work of art for display? What steps go into the creation of artwork with a specific theme?			Standards: <u>CREATE</u> 8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media. 8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations. 8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. <u>PRESENT</u> 8.VA.P1.A Develop and apply criteria for evaluating a collection of artwork for presentation. <u>RESPOND</u> 8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using art appropriate vocabulary.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
brainstorming, thumb-nail sketch, first draft/preliminary, dynamic composition, revising, reflecting, theme, elements and principles of design, image source	steps in the creative process, generating ideas that relate to a specific theme, communicating a message in artwork, revising work to get it "presentation ready," writing an artist statement	discuss theme as a class, brainstorm individual ideas/concepts, locate sources of imagery, critique examples of winning and non-winning entries, discussion of elements and principles of art, create an artist statement to accompany the contest entry	create a work of art based on a specified or chosen theme consider using a theme appropriate for presentation in a local, regional or national contest such as the Cooper-Young Art Contest, SCS Holiday Card Contest, MLGW Contest, Briarcrest Regional Art Contest, Mid-South Scholastic Art Awards, Magnet Schools of America Contest, Doodle4Google, etc.	language arts: analysis by criteria
Visual Text  <i>A Peaceful Future</i> , Sarah Harrison, Doodle 4 Google 2017 U.S. winner		Art Criticism Describe: Describe the art. What do you see? Analyze: How did the student's art represent the theme of "What do you see in the future?" Interpret: How did the student use the elements of art and principles of design? Judge: What makes this an award-winning contest entry?		Resources How to Prepare for an Art Presentation


Middle School Curriculum Map- Visual Art


Grade: 8th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 1 (2 weeks)			Unit: Media, Techniques, and Processes of Painting	
Big Ideas: I can use and care for paint and brushes in a safe and effective manner. Guiding Questions: Why is it important to know how to take care brushes in the art room? How does knowing different brush strokes help you to identify different artistic styles? How do artists choose tools, techniques, and materials to express their ideas?			Standards: <u>CREATE</u> 8.VA.Cr2.B Demonstrate awareness of ethical responsibility and the use of images, materials, tools, and equipment in the creation and presentation of original work. 8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration

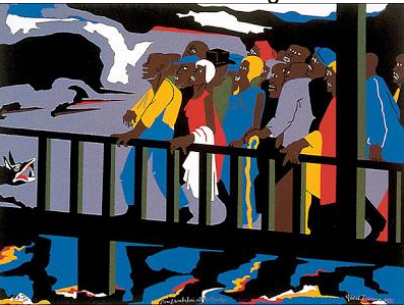
watercolor paint, acrylic paint, oil paint, tempera paint, stippling, dry brushing, wet-on-wet, hatching, cross-hatching, sgraffito	brush care and usage, use of various brush strokes, use and recognition different techniques and styles artists use to express an idea or concept in artwork.	experiment with various painting techniques and media, different brush strokes, dry brush, wet on wet, stippling, blending, crayon resist, pointillism, examine and critique paintings of different styles and media	pre-assessment of painting techniques, formative assessment of painting techniques, class critique	science: mixing paint social studies: ethical responsibility
Visual Text  “Jacquard Tapestry” Hung Liu		Art Criticism Describe: What painting techniques did the artist use? Analyze: How do the various types of techniques fit the subject of the painting? Interpret: What feeling do the painting techniques give the painting? Judge: Critique the painting based on personal preference.		Resources http://www.artic.edu/aic/collections/artwork/27992 https://www.youtube.com/watch?v=G5ltlgaytLM http://moorewomenartists.org/art-rated-interview-hung-liu/

Middle School Curriculum Map- Visual Art


Grade: 8th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 2 (2 weeks)			Unit: Color Theory in Painting	
Big Ideas: I can apply the concept of the color wheel, color schemes, and color theory to painting. Guiding Questions: In what ways color can be combined to create harmonious combinations? How can color evoke emotion? Why is it important to know your primary colors? What is the formula for secondary and tertiary colors?			Standards: <u>CREATE</u> 8.VA.Cr2.A Experiment, innovate, take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship. <u>RESPOND</u> 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meanings of artworks. 8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration

color/hue/value, color wheel, analogous colors, complementary colors, warm/cool colors - monochromatic colors - neutral colors - primary colors - secondary colors, tertiary, tint, shade	painting the color wheel, applying the properties of color (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, neutral, cool/warm), apply the expressive qualities of color (emotional, psychological, cultural, symbolic)	mix the primary colors to create the color wheel, analyze the three properties related to color: hue, value, intensity, understand and demonstrate that value reflects the lightness or darkness of color (tints and shades), analyze paintings for the emotional expression of color	painting in a specific color scheme written critique of the expressive qualities of color in a painting	science: color language arts: interpretation
Visual Text "Slow Dance" Kerry James Marshall 		Art Criticism Describe: What color schemes did the artist use in the painting? Analyze: How is color used to create emphasis? Interpret: How does the use of color convey the mood of the painting? Judge: Critique the use of color based on personal preference.		Resources https://www.youtube.com/watch?v=ae6olgZK2-s&pbjreload=10 https://www.youtube.com/watch?v=0DXZvcfPVrk https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/color-visual

Grade: 8th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 3 (2 weeks)			Unit: Spatial Relationships in Painting	
Big Ideas: I can create the illusion of space in a painting by using various methods. Guiding Questions: How does the use of linear and atmospheric perspective make work of art appear more realistic? How can space be used to express/communicate ideas? How can an artist create the illusion of depth on a 2 dimensional surface?			Standards: <u>CREATE</u> 8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations. 8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
positive and negative space, depth, atmospheric perspective, linear perspective, 1 and 2 point perspective, horizon line, spatial organization, foreground, midground, background, illusion of depth, eye level, birds-eye view, worm's-eye view, vanishing point	methods of creating depth, atmospheric perspective, one-point linear perspective	draw boxes in linear perspective, draw a street in 1 and 2 point linear perspective, demonstrate atmospheric perspective using watercolor (bluer tint, less detail), draw a room interior in 1 point and 2 point perspective	create a painting using 1 or 2-point perspective of a room interior	science/math: spatial relationships
Visual Text "Bedroom at Arles" Vincent VanGogh 		Art Criticism Describe: What methods did the artist use to create depth? Analyze: How did the artist use perspective? Interpret: How does the use of color affect the perception of depth? Judge: Critique the work based on personal preference.		Resources https://www.finearttips.com/2014/09/create-depth-in-your-landscape-painting/ https://www.nationalgallery.org.uk/paintings/meindert-hobbema-the-avenue-at-middelharnis

Grade: 8th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 4 (2 weeks)			Unit: Painting Themes and Genres	
<p>Big Ideas: I can identify different painting themes and genres and develop my observation skills to appreciate the work of great artists' and to critique the way in which artists have expressed themselves using different media.</p> <p>Guiding Questions: How does media choice, theme, and subject matter affect an artwork? How can observational skills gained through the visual arts and the artistic process carry over into daily life?</p>			<p>Standards: <u>PRESENT</u> 8.VA.P1.A Develop and apply criteria for evaluating a collection of artwork for presentation. 8.VA.P2.A Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. 8.VA.P3.A Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. <u>CONNECT</u> 8.VA.Cn1.A Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
still life, portrait, landscape, cityscape, seascape, historical painting, genre painting, fantasy, media, composition, proportions	recognizing and creating various themes in painting, creating preliminary sketches	discuss, analyze, and critique paintings of different themes and genres	create a painting with historical context or a genre painting of everyday life as a class exhibit	<p>language arts: analysis, evaluation based on criteria</p> <p>social studies: collaboration</p>
<p>Visual Text "Confrontation at the Bridge" Jacob Lawrence</p> 		<p>Art Criticism Describe: What is the genre of this painting? Analyze: What you think is happening? Interpret: How does the use of color and texture set the mood? Judge: How is the art used to communicate a message about racial injustice?</p>		<p>Resources http://www.visual-arts-cork.com/painting-genres.htm http://littlemissanalysis.blogspot.com/2009/10/confrontation-at-bridge-jacob-lawrence.html</p>

Middle School Curriculum Map- Visual Art

Grade: 8th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 5 (1 week)			Unit: Painting Styles and Movements	
<p>Big Ideas: I can recognize and apply various painting styles in my work and the work of others.</p> <p>Guiding Questions: How do artists' styles differ from each other? How do artists express themselves through their works of art? How can I identify characteristics of an artist's style of art? How and why do artists make stylistic choices?</p>			<p>Standards: <u>CONNECT</u> 8.VA.Cn2.A Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. <u>RESPOND</u> 8.VA.R1.A Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. 8.VA.R3.A Construct a persuasive and logical argument to support an evaluation of art. <u>CREATE</u> 8.VA.Cr1.B Collaboratively investigate an aspect of contemporary life utilizing art and design. 8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
realism, impressionism, post-impressionism, pointillism, cubism, fauvism, expressionism, dada, surrealism, abstract, pop-art, op-art, street art	identifying various painting styles and movements, replicating various painting styles	view, discuss, and critique paintings in different styles and movements, creative a persuasive argument on an evaluation of art and its message to society	create a piece of pop art that communicates a message to society	<p>language arts: compare and contrast; construct a persuasive and logical argument</p> <p>social studies: collaboration</p>
<p>Visual Text "Untitled" Moss Street Art, Dublin Ireland</p> 		<p>Art Criticism Describe: What style is the artwork created in? Analyze: What do you think the artist was trying to communicate in this artwork? Interpet: What is the purpose of this street art? Judge: Do you think street art is valuable to society? Why, why not?</p>		<p>Resources http://www.artyfactory.com/art-appreciation.html https://www.tourismontheedge.com/get-cultural/street-artists</p>

Middle School Curriculum Map- Visual Art

Grade: 8th grade	
Quarter and Timeframe (#days/weeks): Q4/Unit 1 (1 week)	Unit: Introduction to Sculpture/3-D Design: History of Sculpture

<p>Big Ideas: Students will understand what makes a work of art a sculpture. Students will understand the history of sculpture and its' origins.</p> <p>Guiding Questions: How does knowing the contexts histories and traditions of art forms help us create works of art and design? How does art help us understand the lives of people of different times, places, and cultures?</p> <p>What is sculpture? Who created the first sculptures? Why were sculptures created?</p>	<p>Standards:</p> <p><u>CREATE</u></p> <p>8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.</p> <p><u>PRESENT</u></p> <p>8.VA.P2.A Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for viewer.</p>
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Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
sculpture, 3-dimensional, construction, free-standing, prehistoric, utilitarian, ceremonial, decorative, clay, stone, marble, modeling, mass, additive, subtractive, carving, slab, casting, assemblage, armature	explain and conceptualize the form and function of three dimensions explain and present the history of sculpture verbally critique utilitarian and decorative sculpture	work in small groups to create powerpoint presentations focusing on specific sculpture styles, periods in time and functions/aesthetics of sculptures	power-point/prezi student led oral presentations and critiques of famous 3-dimensional works of art	social studies: people, cultures, countries, traditional and ceremonial

<p>Visual Text</p> <div data-bbox="119 738 367 1070" data-label="Image"> </div> <div data-bbox="422 989 716 1354" data-label="Image"> </div> <p><u>David</u> by Michelangelo</p>	<p>Art Criticism</p> <p>Describe: Compare and contrast the two sculptures.</p> <p>Analyze: What are the sculptures made from?</p> <p>Interpret: Why was this work created? Do you think it was created for a specific purpose?</p> <p>Judge: How long do you think it took to create these sculptures?</p>	<p>Resources</p> <p>http://www.visual-arts-cork.com/earliest-art.htm</p> <p>http://www.scholastic.com/browse/article.jsp?id=3753866</p> <p>http://www.theartstory.org/sculpture_timeline.htm</p> <p>https://worldhistoryproject.org</p>
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Unique Forms of Continuity in Space by Boccioni



Middle School Curriculum Map- Visual Art

Grade: 8th grade

Quarter and Timeframe (#days/weeks): Q4/Unit 2 (6 weeks)

Unit: The 4 Types of Sculpture: Assembling, Modeling, Carving, and Casting

Big Ideas: Students will understand and learn to utilize various sculpture techniques and mediums. Students will recognize the various materials used to create three-dimensional works of art.



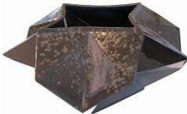
Standards:


CREATE

8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.

Guiding Questions: How do the various ways to create sculpture form and or create a work of art? What is the difference between functional and decorative art

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
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assembling, modeling, casting, carving, subtractive, additive, relief, ceramic, slab, coil, papier mache, armature, utilitarian	students will create works of art utilizing the four different methods to sculpture making.	clay/ceramics: combining forms to create and additional form wire/panty hose sculpture technique balsa wood carving gauze face casting	create a functional clay vessel combining two or more basic forms create a pantyhose/clothes hanger table top sculpture carve a balsa wood henry moore inspired table sculpture gauze face casts	science: building forms and structures
Visual Text   		Art Criticism Describe: What do you see? Analyze: How is the space and form used? Interpret: How does the work of art utilize balance? Judge: Does this sculpture fulfill its intended purpose? Why or why not?		Resources https://www.incredibleart.org/files/Laurie-bodyart.htm https://en.wikipedia.org/wiki/Mount_Rushmore http://www.getty.edu/museum

Grade: 8th grade				
Quarter and Timeframe (#days/weeks): Q4/Unit 3 (2 weeks)			Unit: Art Careers	
<p>Big Ideas: Students will study and understand the various types of careers associated with visual art</p> <p>Guiding Questions: How does knowing and using visual art careers help us understand and interpret works of art? How does an understanding of other subjects help us understand the requirements for various art careers? What are the educational requirements for careers in art? What are the differences between a fine arts career and a design career?</p>			<p>Standards: <u>CREATE</u> 8.VA.Cr.1.B Collaboratively investigate an aspect of contemporary life utilizing art and design. <u>CONNECT</u> 8.VA.Cn2.A Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
fine artist, designer, graphic designer, illustrator, decorative artist, animator, computer animator, game designer, environmental designer, web designer, multimedia designer, photographer, photojournalist, art director, curator, conservator, textiles designer, art educator	education, job responsibilities, experience, necessary skills, median income required for particular careers in art	<p>listen to artist guest speakers about his/her career in art</p> <p>generate critical questions to interview the artist</p> <p>field trips to local museums and interview the curator, education director, etc.</p>	<p>student tri-fold boards displaying art careers</p> <p>create a work of art related to a chosen art career (floorplan for architect, logo for graphic designer, etc.)</p>	social studies: collaboration, art careers, group identity
<p>Visual Text</p>  <p>theartofed.com</p>			<p>Art Criticism</p> <p>Describe: What art careers are featured in the poster?</p> <p>Analyze: How does a particular interest in art lead to a specific career choice?</p> <p>Interpret: What do all of the categories of careers have in common?</p> <p>Judge: Would you consider a career in the arts? Why, why not?</p> <p>Resources www.studentartguide.com (click on the careers tab)</p>	