GRADE 8 VISUAL & PERFORMING ARTS
ART 8–2025

COLLABORATIVE STUDENT ARTWORK (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
- o Students will be able to
- ▪ PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 8 (2024)(Grade 8)

- Visual Arts (Grade 8)
- o Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- ▪ 8.4CR. Analyze and apply what it means to ethically create and share works of art.
- o Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
- ▪ 8.3PE. Make aesthetic decisions using the elements of art and principles of design.
- o Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
- ▪ 8.4RE. Understand how cultural factors affect what contemporary artists create.
- o Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
- ▪ 8.1CO. Interpret how community context, beliefs, and resources influence works of art.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
- o Catholic Social Justice Teachings
- ▪ SJ.4. Call to Family, Community, and Participation
- ▪ SJ.6. Solidarity

Elements of Art

1. Line: implied, continuance
2. Color: monochromatic, gradated color value
3. Texture: transformation
4. Shape/Form: intersecting planes in two- or three-dimensional art
5. Space: negative space surrounding two- or three-dimensional work
6. Value: value for volume in two- or three-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition
2. Proportion: to scale, distorted
3. Dominance: emotional dominance through shapes
4. Balance: counter balance
5. Proportion: abstract proportion for emotional effect
6. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating collaborative works of art
2. Art presentation

Expression and Meaning

1. Sources of visual culture in society
2. Impact of visual culture in society
3. Contribution of personal experiences and how they influence an artist's style and choice of subject matter
4. Vocabulary that explains and defends artistic decisions

SKILLS

1. Analyze and apply what it means to ethically create and share works of collaborative art.
2. Make aesthetic decisions using the elements of art and principles of design.
3. Understand how cultural factors affect what contemporary artists create.
4. Interpret how community context, beliefs, and resources influence works of collaborative art.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers learn from trial and error?
4. How do objects, places, and designs shape lives and communities?
5. How do artists and designers care for materials, tools, and equipment?
6. How does the presentation and sharing of objects, artifacts, and artwork influence and shape ideas, beliefs, and experiences?
7. How does engaging in creating art enrich people's lives?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. abstract
2. aesthetic
3. art criticism
4. collage
5. genre painting
6. juxtaposition
7. motif
8. mural
9. story board
10. unity
11. influence
12. style
13. subject matter
14. media/medium
15. design
16. analyze

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning Visual Arts Vocabulary (https://www.enchantedlearning.com/wordlist/art.shtml)
- Khan Academy (https://www.khanacademy.org/humanities/art-history)
- Google Arts and Culture (https://artsandculture.google.com/)
- The Art of Education (https://theartofeducation.edu/)

Social Issue Wall

Summative: Cooperative Group Work

Students will arrange and display individual elements, created or collected, by members of the collaborative group. The elements brought to the group become the material out of which the final work is constructed. The wall should have a theme that deals with a social issue (ex. hunger, poverty, injustice).

Urban Chaos Wall Mural

Summative: Cooperative Group Work

Students create a collaborative wall mural using "Urban Chaos" as a theme. After ground is created by painting city buildings and roads, students add urban elements, first drawing them and adding color on paper and then decoupaging them onto the wall, or affixing using foam sticky tabs to provide depth. Each student writes an artist's statement explaining his or her contributions to the wall.

Symbolic Sculpture

Summative: Cooperative Group Work

Students will complete a three-dimensional assemblage sculpture with their school community as a theme for their project. The project should consist of symbols both found and created that depict what their school means to them. Students can present the project by written report or video presentation, explaining symbolism and justifying artistic choices made.

Mural-Inspired Story

Summative: Performance

In cooperative groups students will research a community mural and critique it using the elements and principles of art. They will then write a creative story using the mural as a theme. Groups will present a short skit of their story using a picture of their mural as a backdrop on a large screen.

Unity Quilt

Summative: Oral Assessment

Students will create a unity quilt, either on fabric or as a paper facsimile. Units of the quilt should be symbolic self-portraits created by individual students. The quilt should be assembled and displayed in a

corridor of the school. After the quilt is completed, students will create an artist's statement explaining the symbolism of their unit, which can then be presented to the class.

Artist's Statement

Summative: Writing Assignment

After collaborative mural or quilt is created, students will write a short artist's statement explaining their contributions to the work.

Exit Ticket

Formative: Writing Assignment

During Cooperative Learning activities, each group will fill out a checklist containing questions as to the progress of the project and their goals for the coming class. This checklist will be returned to individual groups at the beginning of the next class. Exit slips will help teacher to track progress and keep groups on task.

Resources

- RubiStar (http://rubistar.4teachers.org)
- 20 Quick Formative Assessments (http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/)
- name_4352.doc (Document)

LEARNING EXPERIENCES

1. Problem-Based Cooperative Learning: Social Issue Wall. Students will arrange and display individual elements, created or collected, by members of the collaborative group. The elements brought to the group become the material out of which the final work is constructed. The wall should have a theme that deals with a social issue (ex. hunger, poverty, injustice).
2. Problem-Based Collaborative Learning: Urban Chaos Wall Mural. Students create a collaborative wall mural using "Urban Chaos" as a theme. After ground is created by painting city buildings and roads, students add urban elements, first drawing them and adding color on paper and then decoupaging them onto the wall, or affixing using foam sticky tabs to provide depth. Each student writes an artist's statement explaining his or her contributions to the wall.
3. Project-Based Cooperative Learning: Symbolic Sculpture. Students will complete a three-dimensional assemblage sculpture with their school community as a theme for their project. The project should consist of symbols both found and created that depict what their school means to them. Students can present the project by written report or video presentation, explaining symbolism and justifying artistic choices made.
4. Inquiry-Based Cooperative Learning: Mural-Inspired Story. In cooperative groups students will research a community mural and critique it using the elements and principles of art. They will then write a creative story using the mural as a theme. Groups will present a short skit of their story using a picture of their mural as a backdrop on a large screen.
5. Project-Based Learning: Unity Quilt. Students will create a unity quilt, either on fabric or as a paper facsimile. Units of the quilt should be symbolic self-portraits created by individual students. The quilt should be assembled and displayed in a corridor of the school. After the quilt is completed, students will create an artist's statement explaining the symbolism of their unit, which can then be presented to the class.

RESOURCES

Literature Connections
World Culture: A Global Mosaic by Inc. Prentice-Hall (Corporate Author)
Murals: Cave, Cathedral, to Street (Art Beyond Borders) by Michael Capek
Murals: Walls That Sing by George Ancona
Scholastic Arts Magazine
Assessment in Art Education by Donna Kay Beattie
The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume
Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons

Manuel's Murals by Jeaninne Escallier Kato
The Keeping Quilt by Patricia Polacco
13 Sculptures Children Should Know by Angela Wenzel

Resources

- Dick Blick Lesson Plans (http://www.dickblick.com/lesson-plans/)
- Crayola Lesson Plans (http://www.crayola.com/lesson-plans/)
- The iPad Art Room (http://www.ipadartroom.com)
- The Cleveland Museum of Art (https://www.clevelandart.org/home)

GRADE 8 VISUAL & PERFORMING ARTS
ART 8–2025

HISTORICAL, SOCIAL, AND CULTURAL TRADITIONS (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
- o Students will be able to
- ▪ PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 8 (2024)(Grade 8)

- Visual Arts (Grade 8)
- o Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- ▪ 8.1CR. Determine how the choice of media relates to the ideas and images in works of art.
- o Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
- ▪ 8.2PE. Select materials and techniques to independently create works of art.
- o Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
- ▪ 8.3RE. Distinguish visual characteristics related to the meaning of works of art.
- o Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
- ▪ 8.3CO. Discover how cultural differences impact personal perceptions.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
- o Catholic Social Justice Teachings
- ▪ SJ.1. Life and Dignity of the Human Person
- ▪ SJ.2. Rights and Responsibilities
- ▪ SJ.3. The Dignity of Work and the Rights of Workers
- ▪ SJ.5. Option for the Poor and Vulnerable

▪ SJ.7. Care for God's Creation

Elements of Art

1. Line: implied, continuance
2. Color: monochromatic, gradated color value
3. Texture: transformation
4. Shape/Form: intersecting planes in two- or three-dimensional art
5. Space: negative space surrounding two- or three-dimensional work
6. Value: value for volume in two- or three-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition
2. Proportion: to scale, distorted
3. Dominance: emotional dominance through shapes
4. Balance: counter balance
5. Proportion: abstract proportion for emotional effect
6. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating historical, social, and cultural works of art
2. Elements and techniques specific to a particular time period or region

Expression and Meaning

1. Social and political factors illustrated through artworks
2. Perceptions of artworks due to culture, age, and background of the audience
3. Artworks encompassing a variety of historical periods and cultures
4. Vocabulary that explains and defends artistic decisions
5. Assessment practices for historical, social, and cultural works of art

SKILLS

1. Determine how the choice of media relates to the ideas and images in works of art.
2. Select materials and techniques to independently create works of art.
3. Distinguish visual characteristics related to the meaning of works of art.
4. Discover how historical, social, and cultural differences impact personal perceptions.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do objects, places, and designs shape lives and communities?
4. What commonalities do functional art pieces have across cultures and time periods?
5. How do life experiences influence the way we relate to art?
6. How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
7. What effect does visual culture have on lives of today's youth?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. aesthetic
2. analysis
3. art criticism
4. artifact
5. artisan
6. composition
7. culture
8. expressionism
9. functional art
10. interpret
11. perception
12. ethics
13. culture
14. community
15. beliefs
16. values
17. context

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning Visual Arts Vocabulary (https://www.enchantedlearning.com/wordlist/art.shtml)
- Khan Academy (https://www.khanacademy.org/humanities/art-history)
- Google Arts and Culture (https://artsandculture.google.com/)
- The Art of Education University (https://theartofeducation.edu/)

Distorted Proportions

Formative: Oral Assessment

After students have completed drawing a figure in both standing and sitting positions, they can do a comparison and contrast regarding the challenges with each drawing, as well and the strengths and weakness in each drawing.

Madonna Comparison

Summative: Comparative Study

Students will view examples of Madonna figures from both the Byzantine Era and High Renaissance Era and distinguish between the characteristics that make each piece unique to its time period. Students will then choose a piece from either era to recreate using the grid enlargement method.

Depiction of Women

Summative: Visual Arts Project

Students will study the depiction of women in artworks in seventeenth-century Dutch paintings. Then they will discuss how woman in today's society are viewed differently and find evidence that supports this in contemporary works. They will use chosen tools to create a portrait of a woman they view as a role model (ex. Mother Theresa, Maya Angelou, Hillary Clinton, etc.).

Compare and Contrast

Summative: Visual Arts Project

Students will use the elements and principles of art to compare and contrast the works of several paintings or art movements (ex. Caravaggio, Mondrian, and Purvis de Chavannes). They will then choose one painting as their inspiration for a personal work.

Word Sorts

Formative: Class Discussion

Similar to an entrance slip, have students pick a card containing a characteristic from a time period and place it on the board beneath the corresponding column.

Rubric

Summative: Visual Arts Project

Students can be assessed using a rubric with an assigned point system. Headings include Time on Task, Originality, Organization, Skills Taught, Understanding (Vocabulary, Historical reference, etc.). Time on Task, Originality, and Organization rows remain the same. Skills and Understanding rows change with each project.

Artist's Statement

Summative: Written Commentary

As a group, students can utilize a checklist to collaborate on an artist's statement providing explanation for choices made throughout a project.

Presentation Video

Summative: Technology Project

Have collaborative groups utilize technology when creating a video presentation of their collaborative work. Have students utilize their artist's statement as a springboard for their video.

Exit Letter

Summative: Writing Assignment

An exit letter will contain rationale for choices made when creating artworks. Students should use appropriate art vocabulary.

Resources

- RubiStar (http://rubistar.4teachers.org)

LEARNING EXPERIENCES

1. Inquiry Based Learning: Distorted Proportions. Students will view an image of the Pieta and learn that it was chiseled from a piece of marble by Michelangelo (1497-1500). Then students will hypothesize as to the how tall Mary would have been and her age according its depiction of her. What contributions to the emotional effects of the piece do the distorted proportions make? Have one student model in a standing position as the students draw the figure. Have another student model in a sitting position as the students again draw the figure. Have the students draw conclusions about each experience.
2. Project Based Learning: Madonna Comparison. Students will view examples of Madonna figures from both the Byzantine Era and High Renaissance Era and distinguish between the characteristics that make each piece unique to its time period. Students will then choose a piece from either era to recreate using the grid enlargement method.
3. Research Based Learning: Depiction of Women. Students will study the depiction of women in artworks in seventeenth-century Dutch paintings. Then they will discuss how woman in today's society are viewed differently and find evidence that supports this in contemporary works. They will use chosen tools to create a portrait of a woman they view as a role model (ex. Mother Theresa, Maya Angelou, Hillary Clinton, etc.).
4. Research Based Learning: Compare and Contrast. Students will use the elements and principles of art to compare and contrast the works of several paintings or art movements (ex. Caravaggio, Mondrian, and Purvis de Chavannes). They will then choose one painting as their inspiration for a personal work.
5. Project Based Learning: Visual Culture. Students will critique media samples examining hidden messages sent to the consumer. How does visual culture affect society? Students will create posters that use satire to draw attention to the effects of visual culture. Students will create an artist's statement to defend their choices when creating artworks.

RESOURCES

Literature Connections
Renaissance Paintings: Using Perspective to Represent Three-Dimensional Objects (Powermath) by Janey Levy
Art and Feminism (Themes & Movements) edited by Helena Reckitt
Mixed Blessings: New Art in a Multicultural America by Lucy R. Lippard
Scholastic Arts Magazine
Integrating the Arts: An Approach to Teaching and Learning in Multicultural and Multilingual Settings by Merryl Goldberg
Assessment in Art Education by Donna Kay Beattie
The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume
Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons
The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume

Michelangelo (Getting to Know the World's Greatest Artists) by Mike Venezia
Botticelli (Getting to Know the World's Greatest Artists) by Mike Venezia
Rembrandt (Art for Children) by Ernest Lloyd Raboff
Raphael (Art for Children) by Ernest Raboff
Renaissance Art (Eye on Art) by Stuart A. Kallen

Resources

- Dick Blick Lesson Plans (http://www.dickblick.com/lesson-plans/)
- Crayola Lesson Plans (http://www.crayola.com/lesson-plans/)
- The iPad Art Room (http://www.ipadartroom.com)
- The Cleveland Museum of Art (https://www.clevelandart.org/home)

GRADE 8 VISUAL & PERFORMING ARTS
ART 8–2025

THREE-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
- Students will be able to
- PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 8 (2024)(Grade 8)

- Visual Arts (Grade 8)
- Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- 8.2CR. Brainstorm, refine, and select solutions for original works of art.
- Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
- 8.1PE. Apply artisanship when preparing and presenting works of art.
- Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
- 8.1RE. Build relevant vocabulary to describe and analyze works of art.
- Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
- 8.4CO. Identify aesthetic choices within works of art.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
- Catholic Social Justice Teachings
- SJ.2. Rights and Responsibilities
- SJ.7. Care for God's Creation

Elements of Art

- **Line**: implied, continuance
- **Color**: monochromatic, gradated color value
- **Texture**: transformation,
- **Shape/Form**: intersecting planes in three-dimensional art
- **Space**: negative space surrounding three-dimensional work
- **Value**: value for volume in three-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition
2. Dominance: emotional dominance through shapes
3. Balance: counter balance
4. Proportion: abstract proportion for emotional effect
5. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating three-dimensional works
2. Elements appropriate to art form when making personal works
3. Techniques applied to art forms when creating thematic works

Expression and Meaning

1. Three-dimensional works of art from both indoors and outdoors, encompassing a variety of historical periods and cultures
2. Vocabulary that explains and defends artistic decisions

SKILLS

1. Brainstorm, refine, and select solutions for original works of three-dimensional art.
2. Apply artisanship when preparing and presenting works of art.
3. Build relevant vocabulary to describe and analyze works of art.
4. Identify aesthetic choices within three-dimensional works of art.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?

2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers learn from trial and error?
4. How do objects, places, and designs shape lives and communities?
5. How do artists and designers care for materials, tools, and equipment?
6. Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
7. How do objects, artifacts and artworks collected, preserved, or presented cultivate appreciation and understanding?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. aesthetic
2. armature
3. assemblage
4. coil
5. earthenware
6. fiber
7. art
8. functional
9. glaze
10. greenware
11. kiln
12. kinetic art
13. low relief
14. mobile
15. motion
16. movement
17. slab
18. slip
19. three-dimensional
20. underglaze
21. warp
22. weaving
23. weft
24. visual fluency

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning Visual Arts Vocabulary
  (https://www.enchantedlearning.com/wordlist/art.shtml)

Model of Outdoor Sculpture

Summative: Research Project

Students will research, create and display a to-scale model of an outdoor sculpture. Students should be encouraged to utilize recycled materials.

Recycled Material Sculpture/Mobile

Summative: Research Project

Students will research, create, and display a three-dimensional sculpture /mobile utilizing recycled materials.

Biomorphic Sculptures

Summative: Research Project

Students will research and create biomorphic sculptures, utilizing organic shapes and forms. Their work will be modeled after the works of Henry Moore.

Coil Pots

Summative: Visual Arts Project

Utilizing self-hardening clay or potters' clay, students will construct coil pots, placing emphasis on unique designs and technical applications.

Architecture Research

Summative: Written Commentary

Students will write a descriptive paper about the architecture of Frank Lloyd Wright, Ludwig Mies van Rohe, or Charles-douard Jeanneret-Gris (Le Corbusier) and the effects the industrial revolution had on their artistic styles.

Show of Hands

Formative: Oral Assessment

Check student progress with a show of hands at close of class.

Word Sorts

Formative: Oral Assessment

Students pick a vocabulary card when entering class and place the word on the board under the corresponding category. This assessment can also be completed using a smart board/activity board.

Artist's Statement

Summative: Writing Assignment

Students will create an artist's statement defending artistic decisions made using pre-established criteria.

Resources

- Art Vocabulary 6-8_3909.pdf (Document)
- perspective_quiz_4379.doc (Document)
- Art Critiqu2_4440.doc (Document)
- Rubric Mechanical Animals_1217.tiff (Document)

LEARNING EXPERIENCES

1. Inquiry-Based Learning: Artist's Purpose. The class will examine various pieces of art and determine the artist's purpose and describe how it affects the interpretation of the artwork.
2. Problem-Based Learning: Model of Outdoor Sculpture. Students will research, create and display a to-scale model of an outdoor sculpture. Students should be encouraged to utilize recycled materials.
3. Problem-Based Learning: Recycled Material Sculpture/Mobile. Students will research, create, and display a three-dimensional sculpture /mobile utilizing recycled materials.
4. Project-Based: Biomorphic Sculptures. Students will research and create biomorphic sculptures, utilizing organic shapes and forms. Their work will be modeled after the works of Henry Moore.
5. Project-Based Learning: Coil Pots. Utilizing self-hardening clay or potters' clay, students will construct coil pots, placing emphasis on unique designs and technical applications.
6. Inquiry-Based Learning: Architecture Research. Students will write a descriptive paper about the architecture of Frank Lloyd Wright, Ludwig Mies van Rohe, or Charles-douard Jeanneret-Gris (Le Corbusier) and the effects the industrial revolution had on their artistic styles.
7. Cooperative Learning: Story Quilt. Students will make a story quilt as a class. Each student will make a design on paper and create a fabric square. Students should develop symbols for ideas of things that describe themselves. Once all of the fabric squares are completed, they can be connected to create the quilt.
8. Problem-Based Learning: Redesigned Functional Art. As a class, examine 1980's functional art. Students will redesign functional artwork from the 1980's to adhere to today's needs and standards.
9. Inquiry-Based Learning: Animal Sculptures. Students will examine the sculpture *Rearing Horse* by Adriaen de Vries. They will then draw and sculpt animals, trying to capture motion frozen in a moment.

Resources

- 4 Basic Sculpture Techniques (http://www.getty.edu/education/teachers/classroom_resources/curricula/sculpture/background2.html)

RESOURCES

Literature Connections
13 Buildings Children Should Know by Annette Roeder
The Story of Buildings: From the Pyramids to the Sydney Opera House and Beyond by Patrick Dillon and Stephen Biesty
A Child's Introduction to Art: The World's Greatest Paintings and Sculptures by Meredith Hamilton and Heather Alexander
13 Sculptures Children Should Know by Angela Wenzel
Scholastic Arts Magazine

Assessment in Art Education by Donna Kay Beattie
The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume
Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons

Frank Lloyd Wright for Kids: His Life and Ideas (For Kids series) by Kathleen Thorne-Thomsen

Resources

- Crayola Lesson Plans (http://www.crayola.com/lesson-plans/)
- Dick Blick Lesson Plans (http://www.dickblick.com/lesson-plans/)
- The iPad Art Room (http://www.ipadartroom.com)
- Ohio Outdoor Sculpture Inventory (http://oosi.sculpturecenter.org)
- The Cleveland Museum of Art (https://www.clevelandart.org/home)

GRADE 8 VISUAL & PERFORMING ARTS
ART 8–2025

TWO-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
- Students will be able to
- PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 8 (2024)(Grade 8)

- Visual Arts (Grade 8)
- Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- 8.3CR. Demonstrate visual literacy through the application of the elements of art and principles of design to communicate an idea.
- Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
- 8.4PE. Collect personal works of art for a portfolio.
- Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
- 8.2RE. Differentiate between established criteria and personal goals throughout the learning process.
- Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
- 8.2CO. Research artistic professions of personal interest.
- 8.4CO. Identify aesthetic choices within works of art.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
- Catholic Social Justice Teachings
- SJ.1. Life and Dignity of the Human Person
- SJ.2. Rights and Responsibilities

- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.5. Option for the Poor and Vulnerable

CONTENT

Elements of Art

1. Line: implied, continuance
2. Color: monochromatic, gradated color value
3. Texture: transformation
4. Shape/Form: intersecting planes in two-dimensional art
5. Space: negative space surrounding two-dimensional work
6. Value: value for volume in two-dimensional form

Principles of Design

1. Composition: changes in the emotional effect of a composition.
2. Proportion: to scale, distorted
3. Dominance: emotional dominance through shapes
4. Balance: counter balance
5. Proportion: abstract proportion for emotional effect
6. Movement: movement in different directions

Media and Methods

1. Strategies utilized when creating dimensional works of art
2. Art presentation
3. Media choices
4. Grid enlargements
5. Visual culture

Expression and Meaning

1. Sources of visual culture in society
2. Impact of visual culture in society
3. Contribution of personal experiences and how they influence an artist's style and choice of subject matter
4. Vocabulary that explains and defends artistic decisions.

Careers in Art

1. Art related fields
2. Value of art

SKILLS

1. Demonstrate visual literacy through the application of the elements of art and principles of design to communicate an idea.
2. Collect personal works of art for a portfolio.
3. Differentiate between established criteria and personal goals throughout the learning process.
4. Research artistic professions of personal interest.
5. Identify aesthetic choices within two-dimensional works of art.

ESSENTIAL QUESTIONS

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do objects, places and designs shape lives and communities?
4. What commonalities do functional art pieces have across cultures and time periods?
5. How do life experiences influence the way we relate to art?
6. How do artists and designers learn from trial and error?
7. How do artists and designers care for materials, tools and equipment?
8. How does the presentation and sharing of objects, artifacts, and artwork influence and shape ideas, beliefs, and experiences?
9. How does engaging in creating art enrich people's lives?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. abstract
2. background
3. batik
4. blind contour drawing
5. block
6. block relief
7. brayer
8. caricature
9. cartoon
10. cityscape
11. collage
12. color scheme
13. composition
14. contour lines
15. cool colors
16. cross-hatching
17. depth

18. diagonal
19. dry brush
20. elements of art
21. focal point
22. foreground
23. freehand
24. graphic design
25. hatching
26. highlight
27. hue
28. illustration
29. intermediate (tertiary) colors
30. juxtaposition
31. landscape
32. linear perspective
33. medium (sing.) media (pl.)
34. middle ground
35. monochromatic
36. monoprint
37. negative space
38. one-point perspective
39. opaque
40. organic shape
41. pastels
42. perspective
43. picture plane
44. principles of design
45. print making
46. saturation
47. self-portrait
48. shading
49. sketch
50. value
51. vanishing point

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

Artist's Statement

Summative: Written Commentary

Supply students with a checklist of information to be covered in artist's statements. The information should provide evidence of achievements for the specific standards.

Portfolio

Summative: Student Portfolio

Students will create a portfolio containing a collection of artwork that emphasizes significant evidence about progress, achievements, and experiences. The portfolio should include an exit letter which describes the best and worst pieces, using artistic vocabulary to justify a choices made and pinpointing strengths, weaknesses, likes, and dislikes. The letter should also contain a reflective portion examining options for revision of work.

Collage Self-Portrait

Summative: Visual Arts Project

Students will create a material based self-portrait using a photocopy of their faces and then tracing the outline of their bodies on a large paper and filling the space of their bodies utilizing two-dimensional collage materials. Students can draw items to fill in the rest of their bodies. The items used should reflect the students' personal likes and dislikes.

Madonna Comparison

Summative: Comparative Study

Students will compare and contrast Madonna artworks from the Byzantine and High Renaissance periods and then use a grid drawing method to enlarge the pieces and finish them with the medium of their choosing.

Life Drawing

Summative: Visual Arts Project

Students will apply concepts from the elements of art and principles of design when creating life drawings.

Self-Portrait Comparison

Summative: Comparative Study

Students will generate self-portraits that are computer based or self-portraits that use traditional materials. They will then compare and contrast the two products in a class discussion, answering the question: For what venue would each be suitable?

Cubist Translation

Summative: Visual Arts Project

After exploring the cubist work of Pablo Picasso and George Braque, students will draw a still life realistically, then translate it into a Cubist work of art using colored pencils, pastels, or mixed media.

Repurposed Self-Portrait

Summative: Visual Arts Project

Students will create a ground utilizing a variety of repurposed papers (newspaper articles, school notes, copies of photos), anything that tells the viewer about the artists life style. Students will then create a self-portrait using a transparent medium on top of the ground.

Cityscape

Summative: Visual Arts Project

Students will create a three-point perspective cityscape adding surrealistic characteristics based on a predetermined theme.

Rubric

Summative: Visual Arts Project

Students can be assessed using a rubric with an assigned point system. Headings include Time on Task, Originality, Organization, Skills Taught, Understanding (Vocabulary, Historical reference, etc.). Time on Task, Originality, and Organization rows remain the same. Skills and Understanding rows change with each project.

Group Critique

Formative: Peer Assessment

Have students critique media samples discussing messages sent directly and subliminally. Utilize critique cards when necessary to invoke meaningful conversations. Have students work in groups with worksheet to fill in.

Resources

- Assessment Strategies (http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/)
- Beatrice Coron Rubric_1220.docx (Document)
- Pre-assessment 6-8 2012-13_1207.docx (Document)

LEARNING EXPERIENCES

1. Inquiry-Based Learning: Art Professions. As a class, describe and discuss a variety of art-related fields, (graphic art, art direction, photography, interior decorating, animation, etc.). If possible invite an artist from one of these categories to speak to the class.
2. Project-Based Learning: Collage Self-Portrait. Students will create a material based self-portrait using a photocopy of their faces and then tracing the outline of their bodies on a large paper and filling the space of their bodies utilizing two-dimensional collage materials. Students can draw items to fill in the rest of their bodies. The items used should reflect the students' personal likes and dislikes.
3. Project-Based Learning: Madonna Comparison. Students will compare and contrast Madonna artworks from the Byzantine and High Renaissance periods and then use a grid drawing method to enlarge the pieces and finish them with the medium of their choosing.
4. Project-Based Learning: Life Drawing. Students will apply concepts from the elements of art and principles of design when creating life drawings.
5. Technology-Based Learning: Self-Portrait Comparison. Students will generate self-portraits that are computer based or self-portraits that use traditional materials. They will then compare and contrast the two products in a class discussion, answering the question: For what venue would each be suitable?
6. Inquiry-Based Learning: Cubist Translation. After exploring the cubist work of Pablo Picasso and George Braque, students will draw a still life realistically, then translate it into a Cubist work of art using colored pencils, pastels, or mixed media.
7. Project-Based Learning: Repurposed Self-Portrait. Students will create a ground utilizing a variety of repurposed papers (newspaper articles, school notes, copies of photos), anything that tells the viewer about the artist's life style. Students will then create a self-portrait using a transparent medium on top of the ground.
8. Problem-Based Learning: Cityscape. Students will create a three-point perspective cityscape adding surrealistic characteristics based on a predetermined theme.
9. Performance-Based Learning: Portfolio. Students will create a portfolio containing a collection of artwork that emphasizes significant evidence about progress, achievements, and experiences. The portfolio should include an exit letter.

Resources

- Visual Culture in Art Education (http://eric.ed.gov/?id=EJ897373)

RESOURCES

Literature Connections
Creative Portraits: Digital Photography Tips and Techniques by Harold Davis
Look at Me!: The Art of the Portrait for Children by Claudia Strand
Pablo Picasso: Breaking All the Rules (Smart About Art) by True Kelley
Georges Braque and the Cubist Still Life, 1928-1945 by Karen K. Butler

Scholastic Arts Magazine
Assessment in Art Education by Donna Kay Beattie
The Art Teacher's Book of Lists, 2nd Edition by Helen D. Hume
Art Assessments: Tests, Quizzes, Benchmarks, Exams, Rubrics, and More for Art Teachers by Eric Gibbons

Resources

- Crayola Lesson Plans (http://www.crayola.com/lesson-plans/)
- Dick Blick Lesson Plans (http://www.dickblick.com/lesson-plans/)
- The iPad Art Room (http://www.ipadartroom.com)
- The Cleveland Museum of Art (https://www.clevelandart.org/home)