

**Art – Grade 8  
District 2853**

Month	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
Week 1	<ul style="list-style-type: none"> <li>Principles of Design</li> <li>Review Elements</li> </ul>	Artistic Interpretation - Ability - Benchmarks #1, #2 Understanding - Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3	<ul style="list-style-type: none"> <li>Review of principles and in-depth study of each</li> <li>Notes on lecture and video</li> <li>Video - Principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>Completed notes and worksheets</li> <li>Begin resource folder - notes, projects, worksheets added each week</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Pattern</li> </ul>	Artistic Interpretation - Ability - Benchmarks #1, #2 Understanding - Benchmarks #1a, #1c, #1d, #1e, #2, #3  Creativity & Performance - Ability - Benchmarks #1, #2, #3, #4, #5 Understanding - Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3	<ul style="list-style-type: none"> <li>Chapters 1, 3, 8, 9, 10 Text Worksheet</li> <li>Notes - lecture and video</li> <li>Study pattern types</li> <li>Create patterns</li> <li>Complete a project using repeated pattern</li> </ul>	<ul style="list-style-type: none"> <li>Completed note on video and lecture</li> <li>Classroom observation</li> <li>Use of materials</li> <li>Production of project</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Rhythm</li> </ul>	Artistic Interpretation - Ability - Benchmarks #1, #2 Understanding - Benchmarks #1a, #1c, #1d, #1e, #2, #3  Creativity & Performance - Ability - Benchmarks #1, #2, #3, #4, #5 Understanding - Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3	<ul style="list-style-type: none"> <li>Combined with pattern</li> <li>Lecture - notes</li> <li>Study how pattern creates rhythm</li> <li>Other means of creating rhythm are also discussed</li> </ul>	
Week 4	<ul style="list-style-type: none"> <li>Balance</li> </ul>	Artistic Interpretation - Ability - Benchmarks #1, #2 Understanding - Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3  Creativity & Performance - Ability - Benchmarks #1, #2, #3, #4, #5	<ul style="list-style-type: none"> <li>Chapters 3, 4, 8, and 9 Text Worksheet</li> <li>Note on video and lecture</li> <li>Study types of balance</li> <li>Study ways of creating balance</li> <li>Complete projects using balance</li> </ul>	<ul style="list-style-type: none"> <li>Completed notes on video and lecture</li> <li>Classroom observation</li> <li>Use of materials</li> <li>Production of projects</li> </ul>

		<p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3</li> </ul>		
Week 5	Proportion	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> <li>- Benchmarks #1, #2</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3</li> </ul> <p>Creativity &amp; Performance - Ability</p> <ul style="list-style-type: none"> <li>- Benchmarks #1, #2, #3, #4, #5</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3</li> </ul>	<ul style="list-style-type: none"> <li>· Chapters 8, 9, and 12 Text Worksheet</li> <li>· Notes on lecture and video</li> <li>· Study size relationships between self and other objects</li> <li>· Produce projects that show size relationships using various means</li> </ul>	<ul style="list-style-type: none"> <li>· Completed notes and worksheets</li> <li>· Classroom observation</li> <li>· Use of materials</li> <li>· Production of projects</li> </ul>
Week 6	Emphasis	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> <li>- Benchmarks #1, #2</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3</li> </ul> <p>Creativity &amp; Performance - Ability</p> <ul style="list-style-type: none"> <li>- Benchmarks #1, #2, #3, #4, #5</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3</li> </ul>	<ul style="list-style-type: none"> <li>· Chapter 8 and 9 Text Worksheet</li> <li>· Notes on lecture and video</li> <li>· Study - way to create emphasis</li> <li>· Produce projects that show emphasis using different techniques</li> </ul>	<ul style="list-style-type: none"> <li>· Completed notes and worksheets</li> <li>· Classroom observation</li> <li>· Use of materials</li> <li>· Production of projects</li> </ul>
Weeks 7-8	Unity and Variety	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> <li>- Benchmarks #1, #2</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1c, #1d, #1e, #2, #3</li> </ul> <p>Creativity &amp; Performance - Ability</p> <ul style="list-style-type: none"> <li>- Benchmarks #1, #2, #3, #4, #5</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3</li> </ul>	<ul style="list-style-type: none"> <li>· Chapter 9 Text Worksheet</li> <li>· Notes on lecture and video</li> <li>· Study ways to create unity</li> <li>· Study ways to create variety</li> <li>· Complete projects showing unity or variety</li> </ul>	<ul style="list-style-type: none"> <li>· Completed notes and worksheets</li> <li>· Classroom observation</li> <li>· Use of materials</li> <li>· Production of projects</li> </ul>
Week 9	Putting it all together	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> <li>- Benchmarks #1, #2</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>- Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3</li> </ul>	<ul style="list-style-type: none"> <li>· Create a project that shows more than one principle</li> <li>· Must show understanding</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom observation</li> <li>· Completed project</li> </ul>

		Creativity & Performance - Ability - Benchmarks #1, #2, #3, #4, #5 Understanding - Benchmarks #1a, #1b, #1c, #1d, #1e, #2, #3		
--	--	--	--	--

## **ARTISTIC INTERPRETATION**

A student shall demonstrate an "understanding" of:

- #1 How the components of visual arts are used to convey meaning:
  - a. elements, including color, line, shape, form, texture and space;
  - principles (for example, repetition, contrast, or balance);
  - vocabulary;
  - styles (for example, abstract or impressionist); and
  - structures (for example, two dimensional or three dimensional);
- #2 The connection between a visual art work, its purpose, and its cultural and historical contexts; and
- #3 How the principles and vocabulary of visual art are similar to and different from other arts areas (for example, dance, music, or theater).

A student shall demonstrate the "ability" to:

- #1 Communicate a personal reaction to works in visual art using the components of visual art; and
- #2 Use criteria to evaluate works of visual art.

## **ARTISTIC CREATIVITY AND PERFORMANCE**

A student shall demonstrate an "understanding" of:

- #1 The components of visual art:
  - elements, including color, line, shape, form, texture, and space;
  - principles (for example, repetition, contrast, or balance);
  - vocabulary;
  - styles (for example, abstract or impressionist); and
  - structures (for example, two dimensional or three dimensional);
- #2 Technical skills of visual arts (for example, selecting and using tools and techniques of the medium); and
- #3 how audience and occasion affect artistic choices in creation of visual art.

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create in a variety of visual art contexts;
- #2 Express and communicate ideas using the components of visual arts;
- #3 Generate ideas for artistic expression in visual arts;
- #4 Make and explain artistic choices in creating visual art; and
- #5 Use feedback to revise artistic expression in visual art.