



# **Grand Island Central School District Curriculum Map** **Art, Grade 8**

Units of Study (Duration)	NYS Standards	Common Core Standards	Vocabulary <ul style="list-style-type: none"> <li>Content</li> <li>Process</li> </ul>	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources <ul style="list-style-type: none"> <li>Texts</li> <li>Tech Integration</li> </ul>
-Drawing -Observing -Developing common language to discuss art	Knowing and using materials and resources.  Creating and performing.  Responding to and analyzing works of art.	R.CCR.1-(8)1,3,6,7,9	Art language: Elements of art, principles of design; emphasis on line.  Realism, observation  Drawing	What is art? What is the formal language of art?  What do artists do? Introduction to program  What is the role of observation in art making? How do artists make things look real?	Develop appropriate language for discussing art's formal qualities. -Drawing and observation skill. Contour line Continuous Contour. -Observational skills/hand-eye.	-Discussion -Participation -Teacher assessment  -Teacher assessment of individual assignment.  -Teacher assessment.-	-Scholastic Art Magazine (Realism)  -Visual art examples (Escher, Ralph Goings, Richard Estes, Botanical illustration, etc...)
Drawing/Space	Knowing and using materials and resources.  Creating and performing  Responding to and analyzing works of art.	R.CCR1-(8)3,4,9	Drawing: Positive/Negative space.  Formal language of art- Elements/Principles.  Name designs using neg/pos space.  Creating portfolio covers.	-How do artists use negative space to draw and design?	Drawing and designing from negative space.  Recognizing negative space's role in composing a picture.	-Project rubric. -Teacher assessment. -Student reflection.	-Various art design exemplars, logos.
Drawing	Knowing and	R.CCR2-(8)1,3,4,8,10-	-Op Art	-What is op-art?	-Creating an op-	-Teacher	-Visual art exemplars,

Op Art Line, value, form	using  Creating and performing and participating in the arts.  Responding to and analyzing works of art.		-Using line to imply value and form -creating artwork in op-art style using line	-How do op-artists use line to imply value and form? -How do op-artists differ in their use of line than realists?	art image which implies form and value. -Discusses artist's use of line as it applies to Op-Art using appropriate art vocabulary.	assessment. -Rubric -Discussion -Project	to include works by Bridget Riley. -Scholastic Art Magazine: Op Art.
-Composition and abstraction.  -Pastel Painting	Knowing and using materials and resources.  Creating, performing and participating in the arts.  Responding to and analyzing works of art.  Understand the Cultural dimension and contributions of the arts.	RCCR1 (8)1,2,3 RCCR(8)5,6,9	-Emulation -Composition -Pastel media usage. -manipulating the elements of art to move from realistic to representational.	-What is abstraction? -How does a composition control - viewer's perception? -What is an emulation?	-How do artists exaggerate or simplify the formal language of art in order to abstract? -Deliberate composition. -Creating an emulation (pastel).	-Project: teacher assessment. -Rubric -Discussion -Teacher observation (process)	-Various art exemplars (Georgia O'Keeffe. -Video: O'Keeffe and the American Southwest. -Scholastic Art Magazine: Georgia O'Keeffe.
Design: Tessellations	Knowing and using art materials and resources.  Creating, performing and participating in	RCCR(8)1,3,5,9  (various math standards)	Tessellations  Symmetry  Employ art's formal qualities (elements and principles)	-How are artists inspired by the world around them?  -How are art and math interrelated?  -How to artists use positive and negative space and various types of symmetry to create artworks/	-Creating tessellations using art elements and mathematical concepts.	-Teacher assessment  -Project based (rubric).	-Various art exemplars (M.C. Escher, rose windows, Islamic tilings, Amish quilt squares, etc...)  -Scholastic Art

	<p>the arts.</p> <p>Responding to and analyzing works of art.</p> <p>Understanding the Cultural Dimensions and contributions of the arts.</p>		Creating tessellations.				<p>Magazine; M.C. Escher Creating patterns Islamic Art</p>
Art and culture	<p>Knowing and using art materials and resources.</p> <p>Creating, performing and participating in the arts.</p> <p>Responding to and analyzing works of art.</p> <p>Understanding the cultural dimensions and contributions of the arts.</p>	<p>RCCR(8)1,3,5,9  (various math standards)</p>	<p>Ceramic sgraffito tiles</p> <p>Symmetry -reflective -rotational</p> <p>Space: Positive/negative</p> <p>Islamic art and design -cultural connection</p> <p>Organic and Geometric line and shape.</p> <p>Employ art's formal qualities (elements and principles)</p> <p>Sgraffito</p>	<p>How are artists inspired by the world around them?</p> <p>-How are art and math interrelated? -How do artists use symmetry to create balance and harmonious design?</p> <p>-How does art reflect cultural belief?</p> <p>-How to artists use positive and negative space and various types of symmetry to create artworks?</p> <p>-How can individuals learn about societies and cultures by looking at artworks?</p>	<p>Creating ceramic tiles using various art elements and mathematical concepts to design.</p> <p>Taking inspiration from works which reflect cultural belief.</p>	<p>-Teacher assessment</p> <p>-Project based (rubric).</p>	<p>A variety of art exemplars: -Islamic tilings -Amish quilt squares -tessellations (Escher's work inspired by Alhambra) -Scholastic Art Magazines: Islamic Art</p> <p>The Work of M.C. Escher</p> <p>Working with symmetry.</p>

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