



# **Grand Island Central School District Curriculum Map** **Studio In Art: Grade 8 Acceleration: Ms. Klein**

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...)
SECOND ASSIGNMENT to same criteria:  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?  How may we apply previous skill to more developed drawing?	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...)

					Line with value shading added		
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 name designs	-How do artists use negative space to draw and design?  -Making use of the negative areas to see the positive space and compose 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 Op Art Line, value, form	Knowing and using  Creating and performing and participating in the arts.  Responding to and analyzing works of art.	R.CCR2-(8)1,3,4,8,10-	-Op Art -Using line to imply value and form -creating artwork in op-art style using line	-What is op-art? -How do op-artists use line to imply value and form? -How do op-artists differ in their use of line than realists?	-Creating an op-art linear design which implies form and value. -Discusses artist's use of line as it applies to Op-Art using appropriate art vocabulary.	-Teacher assessment. -Rubric -Discussion -Project	-Visual art exemplars, to include works by Bridget Riley. -Scholastic Art Magazine: Op Art.
Drawing Op Art Line, VALUE form			-Op Art: Sleight of Hand Drawings: Using value to imply form	-How might artists use value with line to imply form?	-Building on student knowledge of implying form	-Teacher assessment. -Rubric -Discussion	In addition to exemplars above; works by various Realist artists,

					with line, adding value to enhance the visual perception of depth.	-Project	teacher products as well
Drawing with Line: implying value with patterns	Knowing and using  Creating and performing and participating in the arts.  Responding to and analyzing works of art.	R.CCR2-(8)1,3,4,8,10-	Pattern  Implying value with pattern and form  Working with ink	How do artists use patterns to create value?	Building on previous knowledge of value and op-art, creating zentangle designs that allude to different shades of grey.	-Teacher assessment. -Discussion -Project	Previous works studied (op-Art linear works by Bridget Riley)  Teacher products.
Value and Composition  Portraiture  Realism  Implying meaning	Knowing and using  Creating and performing and participating in the arts.  Responding to and analyzing works of art.	RCCR1 (8)1,2,3 RCCR(8)5,6,9	-Creating a self portrait  Using value to make things Realistic  Composing to imply meaning	How do we use value to make things more real/  How can we imply form in a portrait?  How can composition suggest meaning beyond likeness?	Using shading techniques to create greys and imply form  creating a portrait that tells something about the subject beyond likeness	-Teacher assessment. -Discussion -Project -Rubric	-Works by various portrait artists  -Previous student exemplars  -Teacher exemplar.
-Color  -Composition and abstraction.  -Pastel	Knowing and using materials and resources.  Creating, performing and participating in	RCCR1 (8)1,2,3 RCCR(8)5,6,9	-Emulation -Composition -Pastel media usage. -manipulating the elements of art to move from realistic	-What is abstraction? -How does a composition control - viewer's perception? -What is an emulation?	Abstraction through deliberate manipulation of art's elements. -Deliberate composition.	-Project: teacher assessment. -Rubric -Discussion -Teacher observation	-Various art exemplars (Georgia O'Keeffe. -Video: O'Keeffe and the American Southwest. -Scholastic Art

Painting	the arts.  Responding to and analyzing works of art.  Understand the Cultural dimension and contributions of the arts.		to representational.		-Creating an emulation (pastel).	(process)	Magazine: Georgia O’Keeffe.
Color  Optical mixing	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	Creating an Impressionistic painting.  Using paint to create optical mixing	How do Impressionist artists use color /  How does the eye blend color  What are the tenets of Impressionism and Post Impressionism?  Who were the artists associated with these movements?	Acrylic painting  Working in the style of the Impressionists.	-Teacher assessment. -Discussion -Project -Rubric -Student painting -daily observation	-Various Impressionist and Post Impressionist examples.  Posters/prints  Books  Video  Scholastic Art Magazine  Teacher-made exemplars