

CMS - 8th Grade Visual Art Curriculum Maps and Formative Assessment Plans

2017-2018

EIGHTH GRADE

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> · Intro to Classroom <ul style="list-style-type: none"> - Rules and Procedures - Student responsibilities - Safety and Tools · Overview - Homework - Sketchbook · Review of Elements of Art and Principles of Design · Review of Critique · Procedure and Standards · Introduce Art History <ul style="list-style-type: none"> - Geographic location and physical environment on the media and subject matter of art from United States - Historical periods/timeline · Advanced Drawing and Painting with 2D media · Art Vocabulary 	<ul style="list-style-type: none"> · What role do rules and procedures play in the classroom? · How important is safety in the classroom? · How are Elements of Art and Principles of Design helpful in creating artwork? · How do critiques help in the creation process? 	<ul style="list-style-type: none"> · Rules · Procedures · Classroom Management · Character Development · How to Utilize Sketchbook · Strategies for Vocabulary · Strategies for Reading for Content and Understanding · How to Critique · Craftsmanship · Discussion Procedures and Strategies · Art Production 	<ul style="list-style-type: none"> · ELA <ul style="list-style-type: none"> - Vocabulary - Verbal Skills - Writing Skills - Reading Skills · Social Studies <ul style="list-style-type: none"> - History/Culture - Geography · Math <ul style="list-style-type: none"> - Line/Shape - Form/Area - Measurement Skills - Protractor/Compass Skills - Proportions · Science <ul style="list-style-type: none"> - Movement - Balance/Weight Distribution - Physics - Space - Perspective - Volume - Color Theory/Light 	<ul style="list-style-type: none"> · Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/ Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions — Pre-Tests - Sketchbooks - Exit tickets - Bellringers · Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions and Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> · Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

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<ul style="list-style-type: none"> · Review Careers in Art and Expand on applying it to daily life. · Introduce ways to develop a composition. · Build on Vocabulary Skills · Incorporate Elements of Art and Principles of Design in artwork · 2D and 3D Media Continued <ul style="list-style-type: none"> - advanced techniques and procedures · Critique Practice · Continue Art History <ul style="list-style-type: none"> - Focusing on US · Continue Sketchbooks · Formal Critique · Midterm Sketchbook Critique · Art Vocabulary 	<ul style="list-style-type: none"> · How can art skills aid in developing occupational skills? · How has US Art influenced NC art? · Where do artist get ideas from to build a composition? · What new skills have you build in 2D and 3D media? 	<ul style="list-style-type: none"> · Character Development · Strategies for Vocabulary · Strategies for Reading for Content and Understanding · How to Critique · Craftsmanship · Discussion Procedures and Strategies · Measuring for Space, Volume and Proportion · Differentiating between artistic styles and themes · Differentiating between historical and modern regional work, movements and themes *Art Production 	<ul style="list-style-type: none"> · ELA <ul style="list-style-type: none"> - Vocabulary - Verbal Skills - Writing Skills - Reading Skills · Social Studies <ul style="list-style-type: none"> - History/Culture - Geography · Math <ul style="list-style-type: none"> - Line/Shape - Form/Area - Measurement Skills - Protractor/Compass Skills - Proportions · Science <ul style="list-style-type: none"> - Movement - Balance/Weight Distribution - Physics/Space - Perspective - Volume - Color Theory/Light · Relativity to Life <ul style="list-style-type: none"> - Adapting art and its skills and applications to different careers, both art and non-art related - Communication Skills 	<ul style="list-style-type: none"> · Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions — Pre-Tests - Sketchbooks - Exit tickets - Bellringers · Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions and Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> · Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

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<ul style="list-style-type: none"> · Continue Careers in Art · Continue to develop ways to create a composition. · Continue to build on Vocabulary · Incorporate Elements of Art and Principles of Design · Incorporate Technology into lessons · Continue with 2D and 3D media <ul style="list-style-type: none"> – advanced techniques and procedures · Critique Practice · Continue Art History <ul style="list-style-type: none"> - Focusing on US Art · Continue Sketchbooks · Art Vocabulary · Formal Critique 	<ul style="list-style-type: none"> · What alternative procedures can you suggest to execute complicated techniques? · In looking at artwork from artists from your region, what choices would you have made differently in executing artistic solutions? What choices would you have made the same? 	<ul style="list-style-type: none"> · Character Development · Strategies for Vocabulary · Strategies for Reading for Content and Understanding · How to Critique · Craftsmanship · Discussion Procedures and Strategies · Measuring for Space, Volume and Proportion · Differentiating between artistic styles and themes · Differentiating between historical and modern regional work, movements and themes *Art Production 	<ul style="list-style-type: none"> · ELA <ul style="list-style-type: none"> - Vocabulary - Verbal Skills - Writing Skills - Reading Skills · Social Studies <ul style="list-style-type: none"> - History/Culture - Geography · Math <ul style="list-style-type: none"> - Line/Shape - Form/Area - Measurement Skills - Protractor/Compass Skills - Proportions · Science <ul style="list-style-type: none"> - Movement - Balance/Weight Distribution - Physics/Space - Perspective - Volume <ul style="list-style-type: none"> – Color Theory/Light · Relativity to Life <ul style="list-style-type: none"> - Adapting art and its skills and applications to different careers, both art and non-art related - Communication Skills 	<ul style="list-style-type: none"> · Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/ Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions — Pre-Tests - Sketchbooks - Exit tickets - Bellringers · Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions and Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> · Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus

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