

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

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

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

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