

Grade 8 Art Curriculum Maps

[Unit of Study: Elements of Art](#)
[Unit of Study: Formal Art Critique](#)
[Unit of Study: Ceramics/Sculptures](#)
[Unit of Study: Digital Art](#)

| | |
|--|---|
| Grade: 8 Subject: Art | Unit of Study: Elements of Art |
| Big Idea/Rationale | The communicative properties of art |
| Enduring Understanding (Mastery Objective) | <ul style="list-style-type: none"> • Students will discuss personal work in terms of design and use of elements. • Students will safely and effectively handle tools and materials. • Students will review the characteristics and properties of color, value, shape, value and texture. |
| Essential Questions (Instructional Objective) | <ul style="list-style-type: none"> • What sparks the creative process? • How do artists create artwork? • What does it mean to be imaginative or original? |
| Content (Subject Matter) | Elements of art and principles of design |
| Skills/ Benchmarks (CCSS Standards) | <ul style="list-style-type: none"> • 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. • 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). • 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. |
| Materials and Resources | Various media |
| Notes | |

| | |
|--|---|
| Grade: 8 Subject: Art | Unit of Study: Formal Art Critique |
| Big Idea/Rationale | The aesthetic value of art |
| Enduring Understanding (Mastery Objective) | <ul style="list-style-type: none"> • Describe, analyze, interpret and evaluate artwork of others and themselves. • Examine and discuss the works of various artists. • Accept the works of others and an alternative solution to the problem. |
| Essential Questions (Instructional Objective) | <ul style="list-style-type: none"> • What factors may inspire an artist? • What criteria can be used to critique art? |
| Content (Subject Matter) | Art history and formal critique process |
| Skills/ Benchmarks (CCSS Standards) | <ul style="list-style-type: none"> • 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. • 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. • 1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. • 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. • 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. • 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. • 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form • 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art • 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. • 1.4.8.A. 1Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art |

| | |
|--------------------------------|--|
| Materials and Resources | Technology cart, computer, Artwork samples |
| Notes | |

| | |
|--|---|
| Grade: 8 Subject: Art | Unit of Study: Ceramics/Sculpture |
| Big Idea/Rationale | Students will plan, execute and complete a three dimensional clay form |
| Enduring Understanding (Mastery Objective) | Students will apply glaze to bisque ware, find unique and effective solutions to project/problem assigned, experiment with the properties of clay |
| Essential Questions (Instructional Objective) | <ul style="list-style-type: none"> • What are the various reasons for ceramics? • What are the differences between two and three dimensional work? |
| Content (Subject Matter) | Form – three dimensional artwork |
| Skills/ Benchmarks (CCSS Standards) | <ul style="list-style-type: none"> • 1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. • 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. • 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. • 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art |
| Materials and Resources | Clay, water, toothbrushes, boards, plastic bags, rolling pins, etching tools |
| Notes | |

| | |
|--|---|
| Grade: 8 Subject: Art | Unit of Study: Digital Art |
| Big Idea/Rationale | Students will explore digital technology as an art medium |
| Enduring Understanding (Mastery Objective) | Students will use computer software to plan and execute a project to completion |
| Essential Questions (Instructional Objective) | <ul style="list-style-type: none"> • How do artists use the computer as an art making tool? • How will technology change the way images are constructed and interpreted? |
| Content (Subject Matter) | Digital art |
| Skills/ Benchmarks (CCSS Standards) | <ul style="list-style-type: none"> • 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. • 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. • 1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. • 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. |
| Materials and Resources | Computer, internet, Adobe Creative Suite |
| Notes | |