

Name of Course – 8th Grade Art

Course Length – 1 Year

Class Textbook/Materials – *Art in Your World, Second Edition* by Gerald F. Brommer and George F. Horn. Copyright 1985 Davis Publications ISBN#0-87192-168-5

Materials:

Clay, watercolors, charcoal, scratch board, linoleum, printing ink, and paint materials provided by GMS.

Description of the course – Student in 8th grade art usually have a strong interest in continuing their art studies. Students will produce a variety of 2 and 3 dimensional projects using many different media. Students will study art history and careers in art as they pertain to the individual project.

Course content and learning objectives –

Unit 1) Elements and Principles of Design Drawing

Objectives: Understand the vocabulary involved with the Elements and Principles of Design.

Student will create a thematic drawing which will represent each Element and Principle.

Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Unit 2) Contour Drawing

Objectives: Understand the use of a contour line to define an edge. Students will learn and make blind contour and gesture sketches as warm up projects, then make a contour line drawing of their shoe.

Assessment: Rubric for grading of finished projects, teacher observation of engagement in process, and verbal critique.

Unit 3) Abstract and Non-Representational Art

Objectives: Understand abstract and non-representational art, and apply different methods to generate art in this style. The students will create two abstract artworks, using paint and watercolor, one of which must contain a high level of detail and complexity.

Assessment: Rubric for grading of finished projects, teacher observation of engagement in process, and verbal critique.

Unit 4) Clay slab buildings

Objectives: Understand the vocabulary involved with clay slab construction. Students will create an architectural construction using the slab method. Students will develop techniques for the use of underglaze as compared to glaze.

Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Written vocabulary test.

Unit 5) Hatching Still Life Ink Drawing

Objectives: Students will demonstrate the drawing techniques of cross-hatching and linear shading to show contrast, emphasis, and unity. The students must create a meaningful still life, using objects of their choice brought from home that reflect something about themselves.

Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Unit 6) Expressionism Reductive Drawing

Objectives: Understand the technique of value reversal (removing the light values instead of drawing in the darks). The students will use charcoal and a variety of erasers for their drawing, and may use a reference photo of their choice. The resulting drawing must reflect an emotion, in the style of expressionism.

Unit 7) Personal Symbol Linoleum Relief Print

Objectives: Understand the vocabulary relating to relief printmaking. Students will remove material from a linoleum block to create a relief print. The students' designs must be a symbol or logo that represents them (as does a logo for a company or product).

Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Written test on vocabulary.

Unit 8) Charcoal Portraits

Objectives: Students will create a charcoal drawing using the grid method. Students will use black and white charcoal to produce value shifts in a realistic rendering using a reference photo.

Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Unit 9) Landscape Collage

Objectives: Understand the meanings of the words collage and landscape. Students will cut and layer paper to create a pictorial composition in very low relief.

Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Unit 10) Mythological Sculpture

Objectives: Students will learn about the history of sculpture. They will then use a variety of media brought in from home to create a mixed media

sculpture of a fictitious mythological figure that they created.
Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Unit 11) Book Making

Objectives: Students will learn the process of papermaking and marbeling. Students will apply the graphic design skill of using lettering in a composition. Students will review media by applying a different media to each page of the book.
Assessment: Rubric for grading of finished project, teacher observation of engagement in process, and verbal critique.

Unit 12) Weekly Free Drawing (year-long ongoing project)

Objectives: Students will explore different media and styles and apply them to free drawings of their choice. They must create one per week, either as homework or with free class time.
Assessment: Rubric for grading finished project, quantity of styles and media explored, teacher observation of engagement in process, and verbal critique.

Unit 13) Weekly Written Assignment (year-long ongoing project)

Objectives: Students will reflectively write on a weekly prompt question. The questions will focus on the students learning to analyze and evaluate historical and contemporary art works, as well as reflect on the quality and intent of their own work.
Assessment: Rubric for grading each assignment based on clarity and depth of ideas presented.

Daily/weekly assignments, grading procedures, and special projects

Weekly – Class Performance Grade – 20%

Projects – 60%

Weekly Assignments – 20%

Procedures for Placement from 8th grade to High School –

All beginning High-School art students must take Intro to Art.

According to Geneseo CUSD #228 School Board Policy 6:60 and in compliance with Illinois School Code:

- In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention.
- In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.