

Grade Eight Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Use artistic terms when describing the intent and content of works of art.• Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.• Analyze the use of the elements of art and the principles of design as they relate to meaning in other forms of cultural production such as music, dance, theater, film, electronic media and video.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes<ul style="list-style-type: none">◦ e.g., printing press, silk screening, computer graphics software.• Design and create maquettes for three-dimensional sculptures.• Create an original work of art, using film, photography, computer graphics, or video.• Design and create an expressive figurative sculpture.• Select a medium to use to communicate a theme in a series of works of art.• Design and create both additive and subtractive sculptures.• Design a work of public art appropriate to and reflecting a location.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.• Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.• Identify major works of art created by women and describe the impact of those works on society at that time.• Discuss the contributions of various immigrant and or marginalized cultures on mainstream culture

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.• Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.• Construct an interpretation of a work of art based on the form and content of the work.• Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.• Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.• Select a grouping of their own works of art that reflects growth over time and describe the progression.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.• Describe tactics employed in advertising to sway the viewer's thinking and provide examples.• Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, gallerist, curator etc.• Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.• Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.