Art 2

Course Rational: Art 2 is a continuation of Art 1 and is the introduction of the principles of design in art. Students will work in a variety of media to develop and execute solutions to a variety of visual problems. Students will continue to apply artist's tools and techniques to express and communicate ideas. Students will incorporate literacy skills by learning how to look and analyze compositions of others and their own. This skill is a critical component in this course and is integrated through reflections of artwork. By using the content of art to teach students visual literacy they are also developing skills to read, write and think about their world. Students are also gaining addition instruction in their development of literacy skills.

Grades: 8 Duration: 1 Trimester Prerequisites: Art 1

Unit Calendar

Use of Materials (2 days and then on going throughout the trimester)
Personal Identity Portfolios (5 days)
Sketchbook Big Ideas (1 day in class and then homework assignments)
Variety of Materials (5 days)
Pattern Peacocks with Bling (6 days)
Community Connections (8 days)
Sketchbook Principles of Design (8 days)
Paper Mache Pigs (14 days)
Token Response (1 day)
Final (10 days)

JMS Art 2 Core Units

Course Title:Art 2	Unit Title:	Length of Class_	_12_weeks
		_	
Gı	rade Level:8th	Page of	

Project Title and I can statements	Standards & Benchmarks	Key Concepts Vocabulary	Activities and Projects	Evidence of Understanding
Personal Identity Portfolios	ART.VA.V.8.1	Personal	Creating a folder	Student
		Identity	Use of a ruler-how to	recognizes and
I can define personal identity,		Family		describes how all
family, and community.		Community		three (personal,
· ·		Portfolio		family, and and
I can create images that are				community)
associated with my personal				connections are
identity, family, and				integrated into
community.				their piece of
•				artwork though a
I can use craftsmanship when				written
creating images.				explanation.
				Student writes
I can describe how different				down their
characteristics in my artwork				process of
work together to express my				creating their
personal identity.				artwork (3 or
·	ART.VA.I.8.2			more steps).
	ART.VA.II.8.1			1 /

	ART.VA.II.8.2		Use tools and supplies	Students will use
Use of Materials	ART.VA.II.8.3	Time	wisely.	tools and supplies
		Materials		in a correct and
I can use materials in a correct		Introduction		safe manner.
and safe manner.		Production		
		Clean-Up		
		Fellow		
	CCSS.ELA-	Artists		
	<u>Literacy.W.8.2.f</u>	Art Studio		
	ART.VA.II.8.4	Resources		
	ART.VA.II.8.5		Create 6 sketches	Students will
Sketchbook Big Ideas	ART.VA.II.HS.7	Brainstorm		create a collection
		Seasons		of ideas for
		Time		artwork and draw
I can create a sketch for a		Metamorpho		preliminaries and
variety of big ideas and reflect		sis		possibilities.
on it.		Global		
	ART.VA.I.8.4	Growth		Students will also
	ART.VA.II.8.6	Imagination		reflect on their
				ideas.
				G. 1
T7		D 11.	Create artwork that	Students will use a
Variety of Materials		Pencil types	uses a variety of	variety of media in
		Watercolor	materials.	their artwork.
I can use a variety of materials	ART.VA.I.8.1	Markers		
in one drawing.	ART.VA.I.8.3	Crayons		Students will
T (1)		Brush types		reflect on the
I can reflect on the variety of		Color Pencils		materials they

materials I used.		Oil Pastels		used.
Sketchbook Principles of Design I can create a create for each principle of design.		Balance Emphasis Movement Pattern Repetition Proportion Rhythm Variety Harmony	Create a creature for each principle of design.	Students will develop a successful visual vocabulary by creating a sketchbook page for each principle of design with a visual example, definition, and a list of words
				associated with that element.
				Students will use a variety of media
	ART.VA.I.8.3 ART.VA.I.8.5 ART.VA.IV.8.3 ART.VA.V.8.4			to create an index of media and then use a variety of media throughout the sketchbook pages.
			Create a peacock that	Students will

Pattern Peacocks with Bling			has emphasis, pattern	create a final
Tattern reactions with bing		Emphasis	or repetition.	product that
I can draw a peacock.		Bling	of repetition.	demonstrates
rean draw a peacock.		Pattern		quality and
I can recognize patterns.		Repetition		craftsmanship
reali recognize patterns.		Crest		along with making
Loon dwary a growth all to				
I can draw a symbol to		Eyespot		knowledgeable
represent my place in a global		Peacock		choices about
society.		Global-		organizational
		Society		principles.
I can add emphasis to my		Symbol		
project.				Students will also
				analyze, describe,
				and evaluate
				works of art along
				with identify
				personal and
				community
				experiences
				within works of
	ART.VA.I.8.5			art. Effectively
	ART.VA.V.8.5			demonstrate an
				understanding of
				their place in the
				visual world and
				develop an
				appreciation of
				how they are part
				of a global society.

Flying Pigs I can define art vocabulary words in connect to our project. I can create an armature in poration. I can add Paper Mache layers. I can paint my pig. I can add extra features that represent a history or culture.	ART.VA.III.8.4 ART.VA.III.8.5 ART.VA.V.8.3	Proportion Armature Sculpture Form Paper Mache Culture History	Create a Paper Mache pig and a story to accompany it.	Student will make a pig armature with neatness and craftsmanship. Student will paint the pig with neatness and craftsmanship in relation to art history or culture. Student describes the artwork with respect to history and culture with clarity.
I can write a story to match my pig. Token Response	ART.VA.I.8.5 ART.VA.II.8.6 ART.VA.III.8.1 ART.VA.III.8.2 ART.VA.III.8.3 ART.VA.IV.8.1 ART.VA.IV.8.1 ART.VA.IV.8.2 ART.VA.V.8.4	Balance	Look at art and respond to it.	Student creates a story to match the pig. Students will defend their informed aesthetic opinions

I can defend my opinion about	Emphasis		about works of art
a work of art.	Movement		using artistic
	Pattern		vocabulary at an
	Repetition		emerging level.
	Proportion		
	Rhythm		
	Variety		Students will
	Harmony	Look at art and	create a final
Community Connections		responds to it.	product that
Fish Story	Visual		demonstrates
	Language	Create a fish print with	quality and
	Printmaking	movement in the	
I can reflect on artwork in its	Movement	background.	craftsmanship
cultural context.	Vincent van		along with making
	Gogh		knowledgeable
	Starry Night		choices about
I can relate two pieces of art.	Gyotaku		organizational
	Fish Story		principles.
I can create a fish print.			Students will also
Town or own a non-prima			analyze, describe,
I can create movement.			and evaluate
			works of art along
I can write an artist statement.			with identify
			personal and
			community
			experiences
			within works of
			art. Articulate an

	CCSS.ELA- Literacy.W.8.2.d ART.VA.I.8.5 ART.VA.V.8.4 ART.VA.V.8.2			understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.
				Effectively demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society.
Final			Create a final piece based on the theme.	Students are to create a final piece of artwork that uses at least
I can research/brainstorm		Balance Emphasis	Present the project.	one element of art and principle of
ideas for this year's theme.		Movement	Tresent die project.	design. Students
I can sketch out a plan.		Pattern		are to also write
I can choose my materials for		Repetition		and present how
the project.		Proportion		the element and

I can create my project.	Rhythm	principle is used
I can reflect on my project.	Variety	in their project.
	Harmony	Students will effectively recognize and describe the skills used in the visual arts careers.