



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Art
<b>Department Philosophy</b>	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
<b>Course</b>	8th Grade Art Exploration
<b>Course Description for Program of Studies</b>	N/a
<b>Grade Level</b>	8
<b>Pre-requisites</b>	None
<b>Credit (if applicable)</b>	N/A

**P** indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Assemblage and Sculpture	Fiber and Construction
<b>Creating</b>					
VA:Cr1.1 Investigate, Plan, Make		S			S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.					
<b>Presenting</b>					
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.				P	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					
VA:Pr6.1 Convey meaning through the presentation of artistic work.					

<b>Responding</b>					
VA:Re7.1 Perceive and analyze artistic work.			S	S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S			
VA:Re9.1 Apply criteria to evaluate artistic work.	S				
<b>Connecting</b>					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S			
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S

## ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

#### **ENDURING UNDERSTANDING**

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Creativity and innovative thinking are essential life skills that can be developed.

# UNIT 1: Drawing

## UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr2.3.8</b>	<ul style="list-style-type: none"> <li>Select, organize, and design images and words to make visually clear and compelling presentations.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>Learning Activities or Resources</b>
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Re9.1.8</b>	<ul style="list-style-type: none"> <li>Create a convincing and logical argument to support an evaluation of art.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cn1 0.1.8</b>	<ul style="list-style-type: none"> <li>Make art collaboratively to reflect on and einforce positive aspects of group identity.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

### I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate drawings in class discussions.
- Examine a variety of drawings in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their drawings..
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished drawings.
- Examine how other world cultures communicate ideas and/or utilize symbols in their drawings.
- Create contour , blind contour and gesture drawings
- Record ideas and information in a sketchbook for finished drawings develop proficiency utilizing a variety of shadow/shading and value techniques
- Experiment with Calligraphy and/or Lettering techniques continue to develop skill applying Perspective Techniques
- Continue to utilize Alternative Points of View.
- Experiment with exaggeration, distortion and trompe-l'oeil
- Develop proficiency with proportion and scale
- Utilize a variety of drawing media and tools safely and maintain a neat work area.



## UNIT 2: Painting

### UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr1.2.8</b>	<ul style="list-style-type: none"> <li>Collaboratively</li> </ul>	Content Knowledge
	<ul style="list-style-type: none"> <li>shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> </ul>	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		Physical Skill
		Product Development
		Learning Behavior
<b>VA:Cr2.2.8</b>	<ul style="list-style-type: none"> <li>Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</li> </ul>	Content Knowledge
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		Physical Skill
		Product Development
		Learning Behavior
<b>Learning Activities or Resources</b>		

<b>VA:Re8.1.8</b>	<ul style="list-style-type: none"> <li>Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Cn1 0.1.8</b>	<ul style="list-style-type: none"> <li>Make art collaboratively to reflect on and reinforce positive aspects of group identity.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

**Learning Targets**

**I CAN:**

- Utilize the four steps of art criticism and art vocabulary to evaluate paintings in class discussions.
- Examine a variety of paintings in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their paintings.
- Examine how other world cultures communicate ideas and/or utilize symbols in their paintings.
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished paintings.
- Apply knowledge of color wheel, color mixing and color properties.
- Apply knowledge of color and lighting.
- Understand and apply compositional standards and rules when laying out paintings.
- Utilize knowledge of different brush strokes, effects and painting techniques
- Utilize a variety of painting media and tools safely and maintain a neat work area.

## UNIT 3: Printmaking

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr2.1.8</b>	<ul style="list-style-type: none"> <li>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>Learning Activities or Resources</b>
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2.2.8</b>	<ul style="list-style-type: none"> <li>Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright,</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	<p>open source, and creative commons as they apply to creating works of art and design.</p>			
<p><b>VA:Re7.2.8</b></p>	<ul style="list-style-type: none"> <li>● Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</li> </ul>		<p>Content Knowledge</p>	
			<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
			<p>Physical Skill</p>	
			<p>Product Development</p>	
			<p>Learning Behavior</p>	
<p><b>VA:Cn11.1.8</b></p>	<ul style="list-style-type: none"> <li>● Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</li> </ul>		<p>Content Knowledge</p>	
			<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
			<p>Physical Skill</p>	
			<p>Product Development</p>	
			<p>Learning Behavior</p>	

## Learning Targets

### I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate prints in class discussions.
- Examine a variety of prints in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their prints.
- Examine how other world cultures communicate ideas and/or utilize symbols in their prints
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished prints.
- Create an edition using multi color registration.
- Apply knowledge of color properties for implementing the reduction process of printing a multicolored print.
- Create a print using relief printing techniques.
- Utilize a variety of printmaking media and tools safely and maintain a neat work area.

## UNIT 4: Assemblage and Sculpture

### UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr2.2.8</b>	<ul style="list-style-type: none"> <li>● Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>Learning Activities or Resources</b>
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Pr.4.1.8</b>	<ul style="list-style-type: none"> <li>● Develop and apply criteria for evaluating a collection of artwork for presentation.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Re7.</b>	<ul style="list-style-type: none"> <li>● Explain how a</li> </ul>	Content Knowledge	

<b>1.8</b>	person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Cn11 .1.8</b>	<ul style="list-style-type: none"> <li>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

### Learning Targets

**I CAN:**

- Utilize the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures in class discussions.
- Examine a variety of assemblages and sculptures in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their assemblages and sculptures.
- Examine how other world cultures communicate ideas and/or utilize symbols in their assemblages and sculptures
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.



- Record ideas and information in a sketchbook for finished prints.
- Create an assemblage and/or sculpture using non-traditional and unfamiliar materials.
- Identify, define, and create nonfunctional and functional art.
- Choose and/or combine appropriate clay techniques to create a sculpture.
- Compare and contrast different types of glaze and firing techniques and apply them to a sculpture.
- Utilize a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

## UNIT 5: Fiber and Collage

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr1.1.8</b>	<ul style="list-style-type: none"> <li>Document early stages of the creative process visually and/or verbally in traditional or new media.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>Learning Activities or Resources</b>
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2.1.8</b>	<ul style="list-style-type: none"> <li>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

<b>VA:Re7.1.8</b>	<ul style="list-style-type: none"> <li>● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cn11.1.8</b>	<ul style="list-style-type: none"> <li>● Distinguish different ways art s used to represent, establish, reinforce, and reflect group identity.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

### Learning Targets

**I CAN:**

- Utilize the four steps of art criticism and art vocabulary to evaluate construction/fiber works in class discussions.
- Examine a variety of construction/fiber works. in different mediums, styles and subjects.

- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use construction/fiber works. to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of mixed medias and textures..
- Create a mosaic using stone and tile.
- Create an art work utilizing sewing/stitchery techniques.
- Utilize dye and/or batik techniques to create a wearable item.
- Utilize a variety of construction/fiber media and tools safely and maintain a neat work area.