

| Course Title:   | Content Area: | Grade Level:  | Credit (if applicable) |
|---|---------------|---|------------------------|
| <b>Art - 8th Grade</b>  | <b>Art</b>    | <b>8</b>  |                        |
| <b>Course Description:</b>  |               |   |                        |
| <p>Students will explore many different materials to create original works of art. As a result of participating in Art Classes, students will solve problems creatively, reflect upon and revise their artwork, develop their self expression skills, build their self confidence, and make connections between Art and other areas of their life. As a part of this course, student artwork may be exhibited in a school. City, state, national and global level.</p> <p>Area of exploration in Grade 8 Art will include: Drawing the Human Figure; Painting with Acrylics; Printmaking with Collagraphs; Assemblage with cardboard; Coil Pottery; and Product design.</p> |               |   |                        |
| <b>Aligned Core Resources:</b>  |               | <b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>   |                        |
|   |               | <p><b>GLOBAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>Understand other nations and cultures including the use of non-English language</li> </ul> <p><b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>Demonstrates ability to work effectively and respectfully with diverse teams</li> </ul> <p><b>SOCIAL AND CROSS-CULTURAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Know when it is appropriate to listen and when to speak</li> <li>Conduct themselves in a respectable, professional manner</li> <li>Respect cultural differences and work effectively with people from a range of social and cultural backgrounds</li> <li>Leverage social and cultural differences to create new ideas and increase both innovation and quality of work</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> </ul> |                        |

- Communicate effectively in diverse environments (including becoming multi-lingual)
- GOAL DIRECTED**
- Set goals with tangible and intangible success criteria
    - Use time and financial resources wisely to meet goals, complete tasks, and manage projects
      - Balance tactical (short-term) goals
      - Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

**Additional Course Information:**  
**Knowledge/Skill Dependent courses/prerequisites**

Link to Completed [Equity Audit](#)

**This curriculum is a continuation of the skills and knowledge presented in the Bristol K-7 Art Curriculum**

[Equity Curriculum Review - Art 8th Grade](#)

**Standard Matrix**

| District Learning Expectations and Standards                               | <a href="#">Drawing - The Human Figure</a> | <a href="#">Painting - Acrylic</a> | <a href="#">Printmaking - Collagraph</a> | <a href="#">Assemblage - Cardboard Sculpture</a> | <a href="#">Clay - Coil Pottery</a> | <a href="#">Design - Product Design</a> |
|--|--|------------------------------------|--|--|-------------------------------------|---|
| <b>Creating</b>  |  |                                    |  |  |                                     |   |
| VA:Cr1.1 Investigate, Plan, Make   | x  |                                    | P  | x  |                                     |   |
| VA:Cr2.1 Organize and develop artistic ideas and work                      |  | x                                  |  |  | x                                   | x                                       |
| VA:Cr3.1 Refine and complete artistic work.                                |  |                                    |  |  | x                                   |   |
| <b>Presenting</b>  |  |                                    |  |  |                                     |   |
| VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.    |  |                                    |  | x  |                                     | x                                       |
| VA:Pr5.1 Develop and refine artistic techniques and work for presentation. |  | x                                  |  |  | x                                   |   |
| VA:Pr6.1 Convey meaning through the presentation of artistic work.         | x  |                                    | x  |  |                                     |   |
| <b>Responding</b>  |  |                                    |  |  |                                     |   |

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

### Unit Links

|   |           |
|---|-----------|
| <b>Drawing - The Human Figure</b>       | <b>3</b>  |
| <b>Painting - Acrylic</b>               | <b>8</b>  |
| <b>Printmaking - Collagraph</b>         | <b>11</b> |
| <b>Assemblage - Cardboard Sculpture</b> | <b>15</b> |
| <b>Clay - Coil Pottery</b>              | <b>18</b> |
| <b>Design - Product Design</b>          | <b>22</b> |

### Unit Title:

## Drawing - The Human Figure

### Relevant Standards: **Bold indicates priority**

**VA:Cr1.1.8.a** - Document early stages of the creative process visually and/or verbally in traditional or new media.

**VA:Pr6.1.8.a** - Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

**VA:Re.7.2.8.a** - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

**VA:Re8.1.8.a** - 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.

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| <b>VA:Cn11.1.8a</b> - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity   |  |
| <b>Essential Question(s):</b>   | <b>Enduring Understanding(s):</b>  |
| <p><b>Cr1.1</b> - 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?</p> <p><b>Pr6.1</b> - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><b>Re.7.1</b> - 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?</p> <p><b>Re8.1</b> - 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?</p> <p><b>Cn11.1</b> - 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?</p> | <p><b>Cr1.1</b> - Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Pr6.1</b> - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b>Re.7.1</b> - 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.</p> <p><b>Re8.1</b> - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Cn11.1</b> - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> |
| <b>Demonstration of Learning:</b>   | <b>Pacing for Unit</b>   |
| Students will apply their skills to draw a person and insert their creativity to make it unique.  | 6-7 classes  |
| <b>Family Overview (link below)</b>   | <b>Integration of Technology:</b>  |
| Students will learn the correct proportions of the human figure and how to accurately draw a person. Students will be taught various tools and techniques on how to draw a person so that the body is of realistic proportions. They will apply these skills to draw a person and insert their creativity to make it unique.  | <i>Smartboard</i>  |
| <b>Unit-specific Vocabulary:</b>  | <b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>  |
| Proportion, figure, gesture, contour  | Drawing mannequins, clear overlay paper, fine dry erase marks Proportion and body mapping handouts, pencils, erasers, grid paper, sport pose images (magazines, news paper, or google images.)   |
| <b>Opportunities for Interdisciplinary Connections:</b>   | <b>Anticipated misconceptions:</b>   |

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| <p><b>Anatomy:</b> Integrates biology by discussing basic human anatomy, teaching students about skeletal structure and proportions (which are essential for accurate figure drawing).</p> <p><b>History &amp; Culture:</b> the significance of figure drawing in various cultures.</p> <p><b>Math:</b> Uses math concepts like proportions, symmetry, and geometry to help students understand measurements and relationships within the body.</p> <p><b>ELA:</b> Possibly have students create written narratives or poems with or inspired by their figure drawings.</p> <p><b>PE:</b> Encourage students to study movement and posture; connecting figure drawing to physical activities like sports or other outdoor activities.</p> | <p>Drawing the figure is too hard<br/>“I can only draw stick figures”</p>   |
| <p><b>Connections to Prior Units:</b></p>   | <p><b>Connections to Future Units:</b></p>  |
| <p>Drawing using proportions and relationships (6th Grade Self portraits &amp; 7th Grade: Still life)</p>   | <p>Drawing the figure from live models</p>  |
| <p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>   |   |
| <p><b>UDL Indicator</b></p>   | <p><b>Teacher Actions:</b></p>  |
| <p><b>Language and Symbols</b><br/>2.5 Illustrate through multiple media</p>  | <ul style="list-style-type: none"> <li>• Present key concepts beyond representation via text (e.g., an expository text or a math equation) with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative).</li> <li>• Clarify links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams.</li> </ul> |
| <p><b>Building Knowledge</b><br/>3.1 Connect prior knowledge to new learning</p>  | <ul style="list-style-type: none"> <li>• Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>• Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>• Bridge concepts with relevant analogies and metaphors.</li> </ul>   |
| <p><b>Expression and Communication</b></p>  | <ul style="list-style-type: none"> <li>• Use differentiated models to emulate (e.g., models that demonstrate the same outcomes</li> </ul>   |

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| <p>5.3 Build fluencies with graduated support for practice and performance</p>   | <p>but use differing approaches, strategies, skills, etc.).</p> <ul style="list-style-type: none"> <li>• Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform).</li> </ul>   |
| <p><b>Welcoming Interests and Identities</b><br/>7.1 - Optimize choice and Autonomy</p>  | <ul style="list-style-type: none"> <li>• Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul> </li> </ul>  |
| <p><b>Sustaining Effort and Persistence</b><br/>8.5 Offer action-Oriented feedback</p>   | <ul style="list-style-type: none"> <li>• Offer feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.</li> <li>• Offer feedback that emphasizes effort, improvement, and achieving a goal rather than on relative performance.</li> <li>• Offer feedback that is frequent, timely, and specific.</li> <li>• Offer feedback that is substantive and informative rather than comparative or competitive.</li> <li>• Offer feedback that models how to incorporate reflection, including identifying patterns of challenges or strengths, into positive strategies for future success.</li> <li>• Offer feedback that encourages risk taking and offers another (or differing) perspective(s).</li> </ul> |
| <p><b>Supporting Multilingual/English Learners</b></p>   |  |
| <p><b>Related <a href="#">CELP standards:</a></b></p>  | <p><b>CELP Teacher Actions:</b></p>  |
| <p>An EL can . . .</p> <p>6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> | <p>* identify a few key words and phrases in oral communications and simple written texts</p>  |
| <p>6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses,</p>  | <p>• actively listen to others • participate in short conversational and written exchanges on familiar topics</p>  |

|                        | responding to peer, audience, or reader comments and questions.  | using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions   |   |
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|                        | 6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.                              | • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions  |   |
|                        | 6-8.9 - create clear and coherent grade-appropriate speech and text.   | • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,            |   |
|                        | 6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.                                     | • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions  |   |
| <b>Lesson Sequence</b> | <b>Learning Target</b>   | <b>Success Criteria/ Assessment</b>   | <b>Resources</b>  |
| 1                      | I can identify and describe realist human body proportions.<br><br>I can demonstrate how to apply accurate proportions of the human figure | Students will map out basic shapes and lines as well as proportions on grid paper while using the drawing mannequins as reference tools.  | Visuals<br>Handouts<br>Grid Paper<br>Drawing Mannequins |
| 2-3                    | I can create gesture and contour drawings of the human figure  | Students will practice identifying proportions by mapping our basic shapes and gesture lines using manipulatives (Clear overlay paper, dry erase markers, action pose images.)  | Visuals<br>Handouts<br>Drawing Mannequins               |
| 4-7                    | I can demonstrate form and value in addition to proportion to create a drawing of the human body.  | Students will apply the skills learning in practice lessons to create a final piece that incorporates creativity, craftsmanship and the correct human proportions.<br><br>Rubric:<br><a href="#">Final Project Assessment</a> | Visuals<br>Handouts<br>Skeleton<br>Drawing Mannequins   |

**Unit Title:**

# Painting - Acrylic

**Relevant Standards: Bold indicates priority**

**VA:Cr2.1.8.a** - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

**VA:Pr5.1.8.a** - Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.

**VA:Re7.1.8.a** - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

**VA:Re7.2.8.a** - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

**VA:Re8.1.8.a** - 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.

**VA:Cn11.1.8.a** - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

**Essential Question(s):**

**Cr2.1** - 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?

**Pr5.1** - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Re7.1** - 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?

**Re7.2** - What is an image? Where and how do we

**Enduring Understanding(s):**

**Cr2.1** - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

**Pr5.1** - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Re7.1** - 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

**Re7.2** - Visual imagery influences understanding of and



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| <p>encounter images in our world? How do images influence our views of the world?</p> <p><b>Re8.1</b> - 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?</p> <p><b>Cn11.1</b> - 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?</p>  | <p>responses to the world.</p> <p><b>Re8.1</b> - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Cn11.1</b> - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> |
| <p><b>Demonstration of Learning:</b></p>   | <p><b>Pacing for Unit</b></p>   |
| <p>Students will apply acrylic paint to create an authentic artwork of their ideas and visions.</p>  | <p>6-7 classes</p>  |
| <p><b>Family Overview (link below)</b></p>   | <p><b>Integration of Technology:</b></p>  |
| <p>Students will advance their painting skills and knowledge with the use of acrylic paint. Students will learn the difference between acrylic and tempera paint. Students will be taught the various brushes to use, the different textures that can be applied using acrylic paint and how to mix and change colors. Students will apply acrylic paint to create an authentic artwork of their ideas and visions.</p>  | <p><i>Smart board</i></p>   |
| <p><b>Unit-specific Vocabulary:</b></p>  | <p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>  |
| <p>Texture, Opaque, Brush Strokes, Blending, Hue, Tint, shades, Color Theory</p>   | <p>Canvas and/or Paint surface, Brushes, Acrylic Paint, Gloss Medium, Gesso</p>   |
| <p><b>Opportunities for Interdisciplinary Connections:</b></p>   | <p><b>Anticipated misconceptions:</b></p>   |
| <p><b>Science:</b> Exploring the properties of acrylic paint: color mixing (color theory), drying process, and the principles of light (Tints and shades)</p> <ul style="list-style-type: none"> <li>- Experimenting and trial and error</li> </ul> <p><b>Mathematics:</b> Geometry when planning compositions, and calculating paint mixtures, determining perspectives.</p> <p><b>History &amp; Culture:</b> Study the historical developments of acrylic paint as a medium, examining influential artists, movements. Analyze how different cultures use acrylic techniques and themes in their artwork.</p> <p><b>ELA:</b> Engage students in critical analysis and interpretation of famous acrylic paintings, encouraging them to articulate their thoughts and emotions about the artwork through writing and discussion.</p> | <p>“Painting with Acrylic is the same dry time as tempera.”</p> <p>“You need a lot of paint”</p>  |
| <p><b>Connections to Prior Units:</b></p>  | <p><b>Connections to Future Units:</b></p>  |
| <p>Watercolor from grade 6 and Tempera from grade 7</p>  | <p>Planning and Designing for projects</p>  |

| Differentiation through <a href="#">Universal Design for Learning</a>                        |   |
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| UDL Indicator  | Teacher Actions:  |
| <b>Building Knowledge</b><br>3.1 Connect prior knowledge to new learning                     | <ul style="list-style-type: none"> <li>Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>Bridge concepts with relevant analogies and metaphors.</li> </ul>   |
| <b>Interaction</b><br>4.1 Vary and honor the methods for response, navigation, and movement. | <ul style="list-style-type: none"> <li>Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>   |
| <b>Strategy Development</b><br>6.1 Set meaningful goals.                                     | <ul style="list-style-type: none"> <li>Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>Use models or examples of the process and product of goal-setting.</li> <li>Post goals, objectives, and schedules in an obvious place.</li> </ul>   |
| <b>Welcoming Interests and Identities</b><br>7.1 - Optimize choice and Autonomy              | <ul style="list-style-type: none"> <li>Embed choices that align with the learning goal, such as:               <ul style="list-style-type: none"> <li>The content to explore</li> <li>The tools used for exploration or production</li> <li>The type of rewards or recognition available</li> <li>The opportunities for practicing and assessing learning</li> <li>The design or graphics of layouts, etc.</li> <li>The sequence or timing for completion of tasks</li> </ul> </li> </ul> |
| <b>Sustaining Effort and Persistence</b><br>8.2 Optimize challenge and support               | <ul style="list-style-type: none"> <li>Presume competence and nurture a belief in the capabilities of every learner.</li> <li>Offer options with varying modes of complexity or difficulty.</li> <li>Offer options for tools and scaffolds that align with the learning goal and promote agency.</li> <li>Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.</li> </ul>   |
| Supporting Multilingual/English Learners   |   |
| Related <a href="#">CELP standards</a> :   | CELP Teacher Actions:   |

| An EL can . . .  |   |   |   |
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| 6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.                         |   | * identify a few key words and phrases in oral communications and simple written texts  |   |
| 6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. |   | <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</li> <li>• present basic information</li> <li>• respond verbally and nonverbally to simple questions and some why questions</li> </ul> |   |
| 6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.  |   | <ul style="list-style-type: none"> <li>• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions</li> </ul>  |   |
| 6-8.9 - create clear and coherent grade-appropriate speech and text.   |   | <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,</li> </ul>   |   |
| 6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.   |   | <ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>• understand and respond to simple questions</li> </ul>   |   |
| Lesson Sequence  | Learning Target   | Success Criteria/ Assessment  | Resources   |
| 1-2  | I can demonstrate a variety of acrylic techniques                           | Students will practice applying different acrylic techniques on a practice grid.  | Visuals<br>Handouts<br>Brushes (various sizes and shapes)<br>Acrylic paints<br>Palette paper<br>Palette knives (optional) |
| 3-7  | I can demonstrate various acrylic techniques to create an original artwork. | Students will create an original artwork with acrylic<br><br>Rubric:<br><a href="#">Final Project Assessment</a>  | Visuals<br>Handouts<br>Brushes (various sizes and shapes)<br>Acrylic paints<br>Palette paper<br>Palette knives (optional) |

**Unit Title:**

Printmaking - Collagraph

**Relevant Standards: Bold indicates priority**

**VA:Cr1.1.8.a** - Document early stages of the creative process visually and/or verbally in traditional or new media.

**VA:Pr6.1.8.a** - Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

**VA:Re.7.1.8.a** - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

**VA:Re.7.2.8.a** - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

**VA:Re8.1.8.a** - 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.

**VA:Cn11.1.8.a** - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

**Essential Question(s):**

**Cr1.1** - 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?

**Pr6.1** - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**Re.7.1** - 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?

**Re7.2** - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

**Re8.1** - 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?

**Cn11.1** - 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?

**Enduring Understanding(s):**

**Cr1.1** - Creativity and innovative thinking are essential life skills that can be developed.

**Pr6.1** - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Re.7.1** - 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.

**Re7.2** - Visual imagery influences understanding of and responses to the world

**Re8.1** - People gain insights into meanings of artworks by engaging in the process of art criticism.

**Cn11.1** - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

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| <b>Demonstration of Learning:</b>   | <b>Pacing for Unit</b>   |
| Students will create a collagraph plate and print it numerous times to create multiples of the same image.  | 5-7 classes  |
| <b>Family Overview (link below)</b>   | <b>Integration of Technology:</b>  |
| Students will be taught about the process of printmaking, the art of transferring an image or design from one surface to another. The specific printmaking technique covered in 8th grade is collagraph, where the students will build their raised printing surface using materials like cardboard, foam, string, fabric and paper. Students will print their design numerous times as that is one benefit of printmaking. This lesson will focus on repeating an artwork using a variety of colors. | <i>smartboard</i>  |
| <b>Unit-specific Vocabulary:</b>  | <b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>  |
| Printmaking, collagraph, ink, brayer, plate, print, printing press, edition   | Printing press, cardboard, foam, oaktag/bristol board, variety of papers, printing ink, brayers  |
| <b>Opportunities for Interdisciplinary Connections:</b>   | <b>Anticipated misconceptions:</b>   |
| History - propaganda; art in the past; history of the printing press / book printing<br>Science / Technology - creation and history of the printing press   | Printing isn't art<br>Printing is only done with technology  |
| <b>Connections to Prior Units:</b>  | <b>Connections to Future Units:</b>  |
| Previous Printmaking lessons - linocut and monoprinting<br>Painting lessons with color theory and mixing  | Planning and Designing for projects  |
| <b>Differentiation through <a href="#">Universal Design for Learning</a></b>  |  |
| <b>UDL Indicator</b>  | <b>Teacher Actions:</b>  |
| <b>Building Knowledge</b><br>3.2 Highlight and explore patterns, critical features, big ideas, and relationships  | <ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, or formulas.</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships.</li> <li>● Highlight previously learned skills that can be used to solve unfamiliar problems.</li> </ul> |
| <b>Interaction</b><br>4.1 Vary and honor the methods for response, navigation, and movement.  | <ul style="list-style-type: none"> <li>● Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>  |
| <b>Strategy Development</b><br>6.1 Set meaningful goals.  | <ul style="list-style-type: none"> <li>● Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>● Use models or examples of the process and</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>product of goal-setting.</li> <li>Post goals, objectives, and schedules in an obvious place.</li> </ul>   |
| <b>Welcome Interests &amp; Identities</b><br>7.2 Optimize relevance, value, and authenticity   | <ul style="list-style-type: none"> <li>Vary activities and sources of information so they can be:             <ul style="list-style-type: none"> <li>Personalized and contextualized to learners' lives</li> <li>Culturally relevant and sustaining</li> <li>Socially relevant</li> <li>Age and ability appropriate</li> <li>Appropriate for different racial, cultural, ethnic, and gender groups</li> </ul> </li> <li>Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.</li> <li>Provide tasks that allow for active participation, exploration, and experimentation.</li> <li>Invite personal response, evaluation, and self-reflection to content and activities.</li> </ul> |
| <b>Sustaining Effort and Persistence</b><br>8.3 Foster belonging and community   | <ul style="list-style-type: none"> <li>Create opportunities for learners to share their ideas for different ways to foster belonging and community.</li> </ul>   |
| <b>Supporting Multilingual/English Learners</b>  |  |
| <b>Related CELP standards:</b>   | <b>CELP Teacher Actions:</b>   |
| An EL can ...<br><br>6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.    | * identify a few key words and phrases in oral communications and simple written texts   |
| 6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions   |
| 6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.  | • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions   |
| 6-8.9 - create clear and coherent grade-appropriate speech and text.   | • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,   |

| 6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing. |  | • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions                               |                     |
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| Lesson Sequence  | Learning Target  | Success Criteria/ Assessment   | Resources           |
| 1-3  | I demonstrate various design elements<br>I sketch out multiple ideas for my artwork<br>I can construct a printing plate using a variety of materials | Students will brainstorm ideas and compositions for their final work.<br><br>Students use their design to create a “printing plate” constructed of various materials | Visuals<br>Handouts |
| 4-7  | I can make multiple prints using my constructed plate<br>I can use a printing press to make multiple prints of my artwork                            | Students will use ink, brayer and the printing press to make an edition of prints on different kinds of papers.  | Visuals<br>Handouts |

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| <b>Unit Title:</b>   |  |
| Assemblage - Cardboard Sculpture   |  |
| <b>Relevant Standards: Bold indicates priority</b>   |  |
| <p><b>VA:Cr1.1.8a</b> - Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p><b>VA:Cr2.1.8a</b> - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p><b>VA:Cr3.1.8a</b> - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p><b>VA:Re7.2.8.a</b> - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> |  |
| <b>Essential Question(s):</b>  | <b>Enduring Understanding(s):</b>  |
| <p><b>Cr1.1</b> - 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?</p> <p><b>Cr2.1</b> - 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?</p>   | <p><b>Cr1.1</b> - Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Cr2.1</b> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> |

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| <p><b>Cr3.1</b> - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>Re.7.2</b> - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> | <p><b>Cr3.1</b> - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p><b>Re.7.2</b> - Visual imagery influences understanding of and responses to the world.</p>  |
| <p><b>Demonstration of Learning:</b></p>   | <p><b>Pacing for Unit</b></p>   |
| <p>Students use various cardboard attachment techniques to plan, design and create a cardboard sculpture.</p>  | <p>6-8 classes</p>  |
| <p><b>Family Overview (link below)</b></p>   | <p><b>Integration of Technology:</b></p>  |
| <p>Students will learn how to use various cardboard attachment techniques. They will then plan, test, and experiment with the material as they decide how they want to create a piece of artwork with cardboard.</p>   | <p><i>Smartboard</i></p>  |
| <p><b>Unit-specific Vocabulary:</b></p>  | <p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>  |
| <p>Mixed media, assemblage, media, medium, collage, craftsmanship, unity, flange, brace, slot, tab, binding, adhesive.</p>   | <p>Visual references</p>  |
| <p><b>Opportunities for Interdisciplinary Connections:</b></p>   | <p><b>Anticipated misconceptions:</b></p>   |
| <p>Technology Education - using shared materials<br/>Language Arts - incorporate writing and words</p>   | <p>“This isn’t really art”<br/>“I can just do anything and it’ll be art”</p>  |
| <p><b>Connections to Prior Units:</b></p>  | <p><b>Connections to Future Units:</b></p>  |
| <p>Grade 7 Assemblage - Found object Art</p>   | <p>Sculpture 1 &amp; 2 at the high school level.</p>  |
| <p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>  |   |
| <p><b>UDL Indicator</b></p>  | <p><b>Teacher Actions:</b></p>  |
| <p><b>Building Knowledge</b><br/>3.3 Cultivate multiple ways of knowing and making meaning</p>   | <ul style="list-style-type: none"> <li>● Use explicit prompts for each step in a sequential process to help learners develop a logical flow specific for their understanding and create a structure of complex tasks.</li> <li>● Use interactive models that guide exploration and new understandings.</li> <li>● Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film, and media).</li> <li>● “Chunk” information into smaller elements, helping to prevent cognitive overload.</li> <li>● Progressively release information (e.g.,</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>sequential highlighting).</li> </ul>   |
| <b>Strategy Development</b><br>6.4 Enhance capacity for monitoring progress  | <ul style="list-style-type: none"> <li>Use prompts to guide self-monitoring and reflection.</li> <li>Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.</li> </ul>  |
| <b>Welcoming Interests and Identities</b><br>7.1 - Optimize choice and Autonomy  | <ul style="list-style-type: none"> <li>Embed choices that align with the learning goal, such as:             <ul style="list-style-type: none"> <li>The content to explore</li> <li>The tools used for exploration or production</li> <li>The type of rewards or recognition available</li> <li>The opportunities for practicing and assessing learning</li> <li>The design or graphics of layouts, etc.</li> <li>The sequence or timing for completion of tasks</li> </ul> </li> </ul> |
| <b>Sustaining Effort and Persistence</b><br>8.3 Foster belonging and community   | <ul style="list-style-type: none"> <li>Create opportunities for learners to share their ideas for different ways to foster belonging and community.</li> </ul>  |
| <b>Supporting Multilingual/English Learners</b>  |   |
| <b>Related CELP standards:</b>   | <b>CELP Teacher Actions:</b>  |
| An EL can . . .<br><br>6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.  | * identify a few key words and phrases in oral communications and simple written texts  |
| 6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | <ul style="list-style-type: none"> <li>actively listen to others</li> <li>participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</li> <li>present basic information</li> <li>respond verbally and nonverbally to simple questions and some why questions</li> </ul>   |
| 6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.  | <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions</li> </ul>  |
| 6-8.9 - create clear and coherent grade-appropriate speech and text.   | <ul style="list-style-type: none"> <li>communicate basic information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,</li> </ul>   |

| 6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing. |  | • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions |           |
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| Lesson Sequence  | Learning Target  | Success Criteria/ Assessment   | Resources |
| Intro to Cardboard Sculpture Art   | I can understand the fundamentals of cardboard sculpture   | I can identify the basic fundamental aspects of cardboard sculpture  |           |
| Cardboard attachment and construction techniques   | I can understand and demonstrate the different techniques of connecting cardboard in a piece of art.                         | I can create examples of flange, brace, slot, tab, fasteners, binding, and adhesive techniques.  |           |
| Cardboard Project design and construction  | I can demonstrate creative and aesthetic choices in construction technique and composition in creating a cardboard sculpture | I can produce a piece of Cardboard sculpture using appropriate techniques and design principles  |           |

| Unit Title:   |  |
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| Clay - Coil Pottery   |  |
| Relevant Standards: <b>Bold indicates priority</b>  |  |
| <p><b>VA:Cr2.1.8.a</b> - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p><b>VA:Cr3.1.8a</b> - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p><b>VA:Pr5.1.8.a</b> - Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p><b>VA:Re.7.1.8.a</b> - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p><b>VA:Re8.1.8.a</b> - 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.</p> <p><b>VA:Cn11.1.8.a</b> - <b>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</b></p> |  |
| Essential Question(s):  | Enduring Understanding(s):   |
| <b>Cr2.1</b> - How do artists work? How do artists and designers determine whether a particular direction in  | <b>Cr2.1</b> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making |

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| <p>their work is effective? How do artists and designers learn from trial and error?</p> <p><b>Cr3.1</b> - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>Pr5.1</b> - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Re.7.1</b> - 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?</p> <p><b>Re8.1</b> - 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?</p> <p><b>Cn11.1</b> - 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?</p> | <p>approaches</p> <p><b>Cr3.1</b> - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p> <p><b>Pr5.1</b> - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><b>Re.7.1</b> - 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.</p> <p><b>Re8.1</b> - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Cn11.1</b> - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> |
| <p><b>Demonstration of Learning:</b></p>   | <p><b>Pacing for Unit</b></p>  |
| <p>Students will construct a ceramic piece using the coil method and then apply paint or glaze to the fired piece.</p>   | <p>5-7 classes</p>   |
| <p><b>Family Overview (link below)</b></p>   | <p><b>Integration of Technology:</b></p>   |
| <p>Students will use their hands to create clay coils. They will learn how to securely attach the coils to create a decorative and/or functional sculpture. This unit covers various clay terms (pinch, coil, fire, kiln, hand building, slab and score and slip) as well as sculpture concepts like form vs. function, stability and 2D vs 3D. Students will build their own clay sculpture and then apply paint or glaze to the fired piece.</p>   | <p><i>Smart board</i></p>  |
| <p><b>Unit-specific Vocabulary:</b></p>  | <p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>   |
| <p>Pinch, slip, score, coil, slab, kiln, hand building, form vs function, glaze</p>  | <p>Clay, Glaze, Glaze brushes, Clay stands for kiln, clay tools, rolling pins, clay sponges</p>  |

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| <b>Opportunities for Interdisciplinary Connections:</b>   | <b>Anticipated misconceptions:</b>   |
| Social Studies: clay creations from various cultures<br>Technology Education: creating functional products, building skills | Rough handling of the material.<br>Clay will just stick together on it's own.  |
| <b>Connections to Prior Units:</b>  | <b>Connections to Future Units:</b>  |
| Grade 6 - clay pinch pot<br>Grade 7 - clay slab project   | Understanding of all basic clay and sculpting vocabulary and building techniques.  |
| <b>Differentiation through <a href="#">Universal Design for Learning</a></b>  |  |
| <b>UDL Indicator</b>  | <b>Teacher Actions:</b>  |
| <b>Building Knowledge</b><br>1.1 Support opportunities to customize the display of information                              | Offer information in accessible formats so the following perceptual features can be customized: <ul style="list-style-type: none"> <li>• Font, size of text, character and line spacing, character width, background color, and text colors</li> <li>• Size of images, graphs, tables, and other visual content</li> <li>• Contrast between background and images</li> <li>• Color used for information or emphasis</li> <li>• Volume or rate of speech or sound</li> <li>• Speed or timing of video, animation, sound, simulations, etc.</li> <li>• Layout of visual or other elements</li> </ul> |
| <b>Building Knowledge</b><br>3.1 Connect prior knowledge to new learning  | <ul style="list-style-type: none"> <li>• Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).</li> <li>• Pre-teach critical prerequisite concepts through demonstration or models.</li> <li>• Bridge concepts with relevant analogies and metaphors.</li> </ul>  |
| <b>Interaction</b><br>4.1 Vary and honor the methods for response, navigation, and movement.                                | <ul style="list-style-type: none"> <li>• Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>  |
| <b>Strategy Development</b><br>6.1 Set meaningful goals.  | <ul style="list-style-type: none"> <li>• Use prompts and scaffolds to estimate effort, resources, and challenge.</li> <li>• Use models or examples of the process and product of goal-setting.</li> <li>• Post goals, objectives, and schedules in an obvious place.</li> </ul>  |
| <b>Emotional Capacity</b><br>9.1 Recognize expectation, beliefs, and Motivations  | <ul style="list-style-type: none"> <li>• Use prompts, reminders, guides, rubrics, and checklists that focus on: <ul style="list-style-type: none"> <li>○ Setting regulatory goals like managing anxiety in response to challenge</li> </ul> </li> </ul>  |

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|  |   | <ul style="list-style-type: none"> <li>○ Increasing the length of on-task orientation in the face of distractions</li> <li>○ Elevating the frequency of self-reflection</li> </ul>  |                                 |
| <b>Emotional Capacity</b><br>9.2 Develop awareness of self and others  |   | Use differentiated models, scaffolds, and feedback for: <ul style="list-style-type: none"> <li>● Managing frustration</li> <li>● Developing internal controls and coping skills</li> </ul>  |                                 |
| <b>Supporting Multilingual/English Learners</b>  |   |   |                                 |
| <b>Related CELP standards:</b>   |   | <b>CELP Teacher Actions:</b>  |                                 |
| An EL can ...  |   |   |                                 |
| 6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.                         |   | * identify a few key words and phrases in oral communications and simple written texts  |                                 |
| 6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. |   | <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</li> <li>• present basic information</li> <li>• respond verbally and nonverbally to simple questions and some why questions</li> </ul> |                                 |
| 6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.  |   | <ul style="list-style-type: none"> <li>• recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions</li> </ul>  |                                 |
| 6-8.9 - create clear and coherent grade-appropriate speech and text.   |   | <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,</li> </ul>   |                                 |
| 6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.   |   | <ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>• understand and respond to simple questions</li> </ul>   |                                 |
| <b>Lesson Sequence</b>   | <b>Learning Target</b>  | <b>Success Criteria/ Assessment</b>   | <b>Resources</b>                |
| 1  | I create a sketch of my coil project according the to requirements in the success criteria.   | Students will sketch out ideas to design their sculpture using coils.   | Visuals<br>Handouts<br>Examples |
| 2-4  | I can demonstrate how to effectively create a coil from a lump of clay.<br><br>I can demonstrate how to properly attach a coil to my base slay of clay. | Students will roll coils out and use proper techniques to attach them together to make a sculpture  | Visuals<br>Handouts<br>Examples |

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|     | I can demonstrate how to build up my walls by attaching and blending as my pot grows. |   |             |
| 5-7 | I can apply glaze with creativity and craftsmanship                                   | Students will apply various glazes to add color to their pottery<br><br>Rubric:<br><a href="#">Final Project Assessment</a> | Glaze Chart |

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| <b>Unit Title:</b>   |  |
| Design - Product Design  |  |
| <b>Relevant Standards: Bold indicates priority</b>   |  |
| <p><b>VA:Cr2.1.8.a</b> - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p><b>VA:Cr2.2.8.a</b> - 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.</p> <p>VA:Pr4.1.8.a - Develop and apply criteria for evaluating a collection of artwork for presentation.</p> <p>VA:Re.7.1.8.a - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p><b>VA:Re.7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</b></p> <p>VA:Re8.1.8.a - 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.</p> <p>VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.</p> |  |
| <b>Essential Question(s):</b>  | <b>Enduring Understanding(s):</b>  |
| <p><b>Cr2.1</b> - : 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?</p> <p><b>Cr2.2</b> - How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the</p>   | <p><b>Cr2.1</b> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b>Cr2.1</b> - Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks</p> |

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| <p>freedom to create?</p> <p><b>Pr4.1</b> - 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?</p> <p><b>Re.7.1</b> - 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?</p> <p><b>Re.7.2</b> - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><b>Re8.1</b> - 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?</p> <p><b>Cn10.1</b> - : 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?</p> | <p><b>Pr4.1</b> - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><b>Re.7.1</b> - 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.</p> <p><b>Re.7.2</b> - Visual imagery influences understanding of and responses to the world.</p> <p><b>Re8.1</b> - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Cn10.1</b> - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> |
| <p><b>Demonstration of Learning:</b></p>  | <p><b>Pacing for Unit</b></p>   |
| <p>Students will develop a product idea and design an effective and unified package design for a target audience.</p>   | <p>5-7 classes</p>  |
| <p><b>Family Overview (link below)</b></p>  | <p><b>Integration of Technology:</b></p>  |
| <p>Students will be introduced to the art and profession of product packaging design. Concepts covered will be marketing, lettering/fonts, layout, clarity/legibility, focal point and emphasis as well as target audience. Students will investigate an assortment of product packaging and analyze their aim and influence. Art students will develop a product idea and design an effective and unified package design for a target audience.</p>  | <p><i>Smart board</i></p>   |
| <p><b>Unit-specific Vocabulary:</b></p>   | <p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>  |
| <p>Package<br/>Unity<br/>Emphasis<br/>Focal point<br/>Layout<br/>Marketing</p>  | <p>Variety of examples that reinforce lesson specifics.</p>   |

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| Target Audience  |  |
| <b>Opportunities for Interdisciplinary Connections:</b>  | <b>Anticipated misconceptions:</b>   |
| Health class, Nutrition. Using packages to promote nutrition.<br>Science how eyes move through an image. | Poor design use- creating visually unengaging images.  |
| <b>Connections to Prior Units:</b>   | <b>Connections to Future Units:</b>  |
| Color theory<br>Units with visual interest as a by-product or focus.<br>Drawing                          | Color theory<br>Units with visual interest as a by-product or focus.<br>Drawing  |
| <b>Differentiation through <a href="#">Universal Design for Learning</a></b>                             |  |
| <b>UDL Indicator</b>   | <b>Teacher Actions:</b>  |
| <b>Building Knowledge</b><br>3.3 Cultivate multiple ways of knowing and making meaning                   | <ul style="list-style-type: none"> <li>• Use explicit prompts for each step in a sequential process to help learners develop a logical flow specific for their understanding and create a structure of complex tasks.</li> <li>• Use interactive models that guide exploration and new understandings.</li> <li>• Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film, and media).</li> <li>• “Chunk” information into smaller elements, helping to prevent cognitive overload.</li> <li>• Progressively release information (e.g., sequential highlighting).</li> <li>•</li> </ul> |
| <b>Strategy Development</b><br>6.4 Enhance capacity for monitoring progress                              | <ul style="list-style-type: none"> <li>• Use prompts to guide self-monitoring and reflection.</li> <li>• Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.</li> </ul>   |
| <b>Welcoming Interests and Identities</b><br>7.1 - Optimize choice and Autonomy                          | <ul style="list-style-type: none"> <li>• Embed choices that align with the learning goal, such as: <ul style="list-style-type: none"> <li>○ The content to explore</li> <li>○ The tools used for exploration or production</li> <li>○ The type of rewards or recognition available</li> <li>○ The opportunities for practicing and assessing learning</li> <li>○ The design or graphics of layouts, etc.</li> <li>○ The sequence or timing for completion of tasks</li> </ul> </li> </ul>  |
| <b>Sustaining Effort and Persistence</b>   | <ul style="list-style-type: none"> <li>• Create opportunities for learners to share their</li> </ul>   |



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| 8.3 Foster belonging and community | ideas for different ways to foster belonging and community. |
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### Supporting Multilingual/English Learners

| Related CELP standards:  | CELP Teacher Actions:  |
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| An EL can . . .<br><br>6-8.1 - construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.  | * identify a few key words and phrases in oral communications and simple written texts   |
| 6-8.2 - participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some why questions |
| 6-8.8 - determine the meaning of words and phrases in oral presentations and literary and informational text.  | • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions   |
| 6-8.9 - create clear and coherent grade-appropriate speech and text.   | • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to with prompting and supports,   |
| 6-8.10 - make accurate use of standard English to communicate in grade appropriate speech and writing.   | • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions   |

| Lesson Sequence | Learning Target  | Success Criteria/ Assessment  | Resources                     |
|-----------------|--|---|-------------------------------|
| 1               | I can identify the components of package design and define the vocabulary specific to the profession of graphic design for product packaging.    | Assessments of terms and concepts.  | Physical examples<br>Handouts |
| 2-3             | I can create a unique/new and improved product.<br>I can create a series of thumbnail sketches.  | The thumbnail sketches showcase a variety of ideas or the refinement of one idea. | Visuals<br>Handouts           |
| 4-6             | I can create a package design based on the thumbnail sketches.<br>I can use art and design to create a package that addresses a target audience. | The design will hit the criteria set by the teacher as a part of the lesson.      | Visuals<br>Handouts           |
| 7               | I can assess the effectiveness of the  |   |                               |

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|--|-----------------------------------|---|--|
|  | design based on the requirements. | Rubric:<br><a href="#">Final Project Assessment</a> |  |
|--|-----------------------------------|---|--|