

COMMUNITY UNIT SCHOOL DISTRICT 200
ESSENTIAL LEARNINGS – VISUAL ARTS:
GRADE 8

The arts contribute to the education of the whole person allowing us to see ourselves as unique individuals who can think and act creatively through a variety of experiences with materials, tools and techniques. Our goal is to develop and enhance the capacity of one’s creative spirit through exploration, production, and interpretation of art experiences while meeting the expressive needs of the student. Using visual communication, students will develop a sensitivity and appreciation for a fuller understanding of life, self and others as part of a global society. Art records and reflects historical and cultural perspectives. The students will make connections between visual arts and other disciplines.

1. Subject Expectation The students will know the language of the arts.
 (State Goal 25)

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| Essential Learning 1 (Learning Standard A) | Understand and demonstrate the elements, organizational principles and expressive qualities of visual arts |
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Critical Content 25.A.3d

ELEMENTS

- a. Color
 - **apply color mixing and harmonies including neutralizing a color through the addition of complementary colors and black and white**
 - **identify and utilize tints, tones, shades in art work**

- b. Line
 - **illustrate line as contour (actual and implied), gestured, and shaded through drawing**
 - **identify and utilize two point converging line perspective**

- c. Space
 - **identify and create implied or actual space *such as* 2 point perspective**

- d. Shape/Form
 - **apply organic and geometric shapes in 2-D and 3-D art works**

- e. Texture
 - **identify and create implied or actual textures**

- f. Value
 - **use value to illustrate 3-dimensional qualities of a drawn shape on a 2 dimensional surface**
 - **show light and shadow effects, and identify changes as the light source changes**

25.B.3

PRINCIPLES

explore the use of combinations of elements and principles in 2D and 3D works of art to create unity including:

- a. Balance
 - identify and illustrate balance – radial, and symmetrical
- b. Variety
 - demonstrate variety to create visual interest
- c. Emphasis
 - use focal point in a work of art
- d. Pattern
 - identify and illustrate rhythm/pattern – through the repetition of design element and through color harmonies, placement of design element
- e. Repetition
 - identify elements that create repetition in a work of art
- f. Rhythm
 - utilize line to express rhythm and movement
- g. Movement
 - identify elements that create movement in a work of art
- h. Contrast
 - identify and illustrate contrast – as it relates to warm – cool colors, black = white(values), size and/or position of design element
- i. Unity
 - organize a work of art through collective or independent use of principles (universal)

EXPRESSIVE QUALITIES

- 26.A.3e a. use the element of color (tints, tones and shades, harmonies) to illustrate a theme imaginatively and realistically
- 25.A.3d b. explore mood using elements *such as* color, line and shape
- 25.A.3d c. utilize shapes to express a concept or word *such as* the word “hat” formed into the shape of a hat
- 25.A.3d d. select and incorporate elements and principles of design in a work of art to make a personal statement
- 25.A.3e e. identify and illustrate abstraction – a breakdown of a form into simple parts

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| Essential Learning 2 (Learning Standard B) | Understand and apply the similarities, distinctions and connections in and among the arts |
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| Critical Content | 26.B.2d | a. use the five steps of the creative process including |
| | | - input |
| | | - finding potential |
| | | - reorganization |
| | | - production |
| | | - evaluation |
| | 25.B.3 | b. recognize how elements are similar or distinct from one medium process compared to another such as line in a drawing and line in a relief print |
| | 25.B.3 | c. compare and contrast works of art <i>such as</i> paintings from same or different periods using the same subject |

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| Essential Learning 3 | Reflect upon and assess one's work and the work of others |
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| Critical Content | a. identify ones personal choices in ones work to express feeling |
| | b. recognize formal elements and principles in ones own work and that of masters |
| | c. use appropriate vocabulary, verbally and written, about works of art <i>such as</i> line qualities, composition, techniques, values, color harmonies or color states |

2. Subject expectation (State Goal 26) Through creating, producing, and performing, the student will understand how works of art are produced.

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| Essential Learning 1 (Learning Standard A) | Investigate the processes and uses of traditional tools, and modern technology used in the arts |
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| Critical Content | 26.A.3e | a. explore drawing techniques with a variety of tools <i>such as</i> drawing pencil, felt tipped marker, colored pencils, and pen and brush with ink |
| | 26.A.3e | b. create a relief print |
| | 26.A.3e | c. employ a resist method in a painting or drawing |
| | 26.A.3e | d. employ color harmonies in their own work |
| | 26.A.3e | e. recognize and use a line's ability to create surface qualities and/or values <i>such as</i> stippling or creating a cross hatched pattern |
| | 26.A.3e | f. use correct facial proportion to create a portrait |
| | 26.A.3e | g. recognize that there are limitations associated with certain mediums |
| | 26.A.3e | h. produce art work which demonstrates competent choice of approach and manipulation of abstract or realistic elements in composition appropriate to the concept of the work of art |
| | 26.A.3e | i. demonstrate how the elements and principles of art are used to convey meaning in a visual art work <i>such as</i> color schemes in a painting, contrast of lines in printmaking or drawing, angular hard lines to create movement or action |

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| Essential Learning 2 (Learning Standard B) | Demonstrate skills and knowledge necessary to create and perform in the visual arts |
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| Critical Content | 26.B.3d | a. demonstrate good craftsmanship as it relates to the medium in use <i>such as</i> |
| | | <ul style="list-style-type: none"> • no smudges on a drawings edge • proper joining of clay pieces in hand building of ceramic piece |
| | 26.B.3d | b. use proper safety techniques involving medium |
| | 26.B.3d | c. demonstrate progress of ideas from rough draft to final production stage |
| | 26.B.3d | d. research and use reference materials as a source for ideas to generate their own visual art work |
| | 26.B.3d | e. construct a 3-dimensional form using traditional and/or nontraditional materials <i>such as</i> clay, plaster of paris, modeling compound, and paper mache |
| 26.B.3d | f. explore knowledge and skills to create time arts <i>such as</i> flip books or single cell animations or hyper studio quick time movies | |

Critical Content

- a. **identify characteristics of materials and visual, spatial, and temporal structures in their works and works of others**
- b. **explore reasoning for an artists' artistic selections *such as* medium, the idea to be conveyed , the purpose and composition devices**
- c. **describe how the elements and principles of art are used in a work to make a personal statement**
- d. **evaluate the effectiveness of art work in terms of organizational structures and functions**
 - **Did I achieve what I set out to accomplish?**
- 26.B.2d e. **use creative problem solving techniques to**
 - **analyze problems to separate givens from assumptions**
 - **generate many possible solutions to a given problem**
 - **select the solutions with greatest quality and which is most appropriate**

3. Subject expectation (State Goal 27) The student will understand the role of the arts in civilizations, past and present.

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| Essential Learning 1 (Learning Standard A) | Discover how the arts function in history, society and everyday life |
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- Critical Content** **27.A.3b** **a. explore how the arts function in ceremony, technology, politics, communications and entertainment**

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| Essential Learning 2 | understand how the arts shape and reflect history, society and everyday life |
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- Critical Content** **27.B.3** **a. select a historical style to produce an original work of art**
 27.B.3 **b. explore artistic styles and/ or their contributions to our culture**

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| Essential Learning 3 | Reflect upon and assess one’s work and the work of others |
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- Critical Content**
- a. use a critique process verbal and/or written to determine the link between students art work and those of master artists**
 - b. explain how the works of a particular artist influence or reflect a given time period such as Picasso – “Guernica”**
 - c. discuss the influence of the arts on a society in a given time or culture *such as* political cartoons, Kachina dolls as part of Pueblo Indian rituals**