

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Disciplinary Literacy

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: A: Disciplinary Literacy – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students explain and compare different purposes of artists and their artwork, in the context of time and place.	Students will: Recognize and discuss a famous artist and their works of art. -What the artist shows (portraits, landscapes, still life) -What the artist works with (sculpture, painting, printing, drawing) -Why makes the art work look different from others.	Study the following artists: -Vincent Van Gogh -Cezanne -Picasso
Elements of Art and Principles of Design	2.Students compare features of composition both within an art work and among art works. a.Compare Elements of Art: color, form, line, shape, space, texture, and value. b.Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.	Students will demonstrate: the ability to compose a picture in various media in their own works and the works of famous artists. a1.the ability to render and use the Elements of Art. b1.the ability to identify and create a work of art with the principles of art.	Use various painting media Knowledge of 1 and 2 point perspective a1.Use various media in art: printmaking and marble art b1.Use various media in art: clay, acrylic and watercolor paint, drawings

<p>Media, Tools, Techniques, and Processes</p>	<p>3.Students explain the effects of media and associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</p>	<p>Students will:</p> <p>a1.demonstrate the integration with the elements and principles of art.</p> <p>a2.create examples of various genres of art</p>	<p>a1-a2.Create examples of genres of art: landscape, seascape, still life, portrait, sculpture</p>
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MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: **B:Creation, Performance, and Expression**
Students create, express, and communicate through the art discipline.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students choose suitable media, tools, techniques, and processes to create original art works.	Students will: a1.understand and demonstrate the uses of various art mediums in creating a work of art inspired by our surroundings and by famous artists.	a1.Create mood with color: watercolors, acrylics, pastels a1.Demonstrate proficiency in color mixing
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.	Students will: a1.study various art styles and movements in art. a2.use cross cultural approach; study other cultures in visual art	a1-a2.Create artwork inspired by various art styles, movements and cultures.
Making Meaning	3.Students create art works that communicate an individual point of view.	Students will: recognize the importance of originality. discuss style, media, subject matter, design and emotional content inspired by artists.	Surrealistic Art Self portraits Albrecht Durer-detail Andrew Wyeth-perspective Alexander Calder-space

	<p>a. Demonstrate skills in the use of media, tools, techniques, and processes.</p> <p>b. Demonstrate knowledge of visual art concepts.</p> <p>c. Communicate a variety of ideas, feelings, and meanings.</p>	<p>a1. render shading on a 2-dimensional surface through cross hatching and stippling.</p> <p>b1. distinguish between non-objective and abstract shapes.</p> <p>c1. discuss style, media, subject matter, and emotional response in works by artists.</p>	<p>a1. Create a pen and ink drawing</p> <p>b1. Create a work of art using non-objective and abstract shapes.</p> <p>c1. Pablo Picasso-color/value Henry Moore-non objective/abstract</p>
<p>Exhibition</p>	<p>4. Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Students will:</p> <p>mat their own works</p> <p>write a haiku</p>	<p>Students will display their works in the lobby area.</p> <p>Students will be able to explain the process and goals of the art lesson.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	<p>1.Students describe and apply creative – thinking skills that are a part of the creative problem-solving process.</p> <p>a.Flucy</p> <p>b.Flexibility</p> <p>c.Elaboration</p> <p>d.Originality</p> <p>e.Analysis</p>	<p>Students will: demonstrate the ability to expand on imagination, inspiration from environment, and organize a harmonious composition.</p> <p>a1.build confidence in speaking about their own art.</p> <p>b1.be able to change idea/medium to enhance composition.</p> <p>c1.be able to expand ideas and go further to achieve their goal.</p> <p>d1.be able to be inspired by famous art and artists, but create their own interpretation in art.</p> <p>e1.be able to use critical thinking in expressing their own artwork and the works of others.</p>	<p>a1.Create a sculpture or painting and be able to articulate goals.</p> <p>b1.Paint a picture demonstrating a working knowledge of various mediums along with color value.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students compare and analyze art forms.</p> <p>a. Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observation, print and/non-print resources.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students will: recognize famous artworks and be able to identify genre.</p> <p>a1. what artist creates: portrait, landscape, still life.</p> <p>b1. use reproductions and juxtapose together and analyze similarities and differences.</p> <p>c1. observe various artists and media and use the media and techniques in final process of artwork.</p> <p>d1. be aware of the purpose and inspiration of an artist both socially and politically.</p>	<p>Introduce famous artists from the U.S., Europe, Asia and various cultures.</p> <p>a1-b1. Use cultures and artists' examples as inspiration for Student's process and results.</p> <p>a1-b1. Understand the history, origin, and vocabulary words that go with each lesson.</p> <p>c1. use various mediums of art to recreate the process and technique.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students compare products of the visual/performing arts to understand history and/or world cultures.	Students will: 1a.discuss style, media, subject matter, design and emotional response in famous works of art.	1a.Study various artists, styles, and art periods/movements.
The Arts and Other Disciplines	2.Students explain skills and concepts that are similar across disciplines.	Students will: 2a.integrate art with other academic subjects.	2a.Demonstrate the use and importance of history, social studies, and language arts with the visual arts.
Goal Setting	3.Students set goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: 3a.recognize the importance of originality. 3b.recognize art as a part of everyday life. 3c.appreciate and respect the contribution of other students. 3d.develop personal pride in one's own artwork. 3e.recognize classroom responsibilities.	

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.</p>	<p>Students will: 4a.investigate the various careers in the visual arts, performance arts, commercial arts and the impact it has on society.</p>	<p>Explore the various art professions: Interior designer Fashion designer Graphic Arts design Jewelry design Set designer Cartoonist Computer graphic designer</p>
<p>Interpersonal Skills</p>	<p>5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <p>a.Getting along with others</p> <p>b.Respecting differences</p> <p>c.Working as a team/ensemble</p> <p>d.Managing conflict</p> <p>e.Accepting/giving/using constructive feedback</p> <p>f.Accepting responsibility for personal behavior</p> <p>g.Demonstrating ethical behavior</p> <p>h.Following established rules/etiquette for observing/listening to art</p> <p>i.Demonstrating safe behavior</p>	<p>Students will: 5.recognize personal development through the visual arts.</p> <p>a1.appreciate and respect the contributions of others.</p> <p>b1-d1, f1-i1. be able to work in groups and share each others' ideas and process.</p> <p>f1, h1.recognize classroom responsibilities.</p>	