

GRADE 8 TWO DIMENSIONAL ART

Two-Dimensional Art is an elective course for 8th graders that meets every day for one marking period. This course builds upon prior knowledge of and encompasses the Elements and Principles of Design. Students will learn to express themselves through a variety of two-dimensional media. While advancing their problem-solving abilities, students will learn drawing, painting, and design skills.

Course Overview

<p><u>Course Objectives</u> Students should:</p>	<p><u>Essential Questions</u></p>	<p><u>Assessments</u> <i>Common Assessments</i> <i>Skill Assessments</i></p>
<p><u>Content Outline</u> I. Unit 1 - Design II. Unit 2 - Line III. Unit 3 - Painting</p>	<p><u>Standards</u> Connecticut SDE Arts Curriculum Framework Connecticut State Visual Arts Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Connections</i> • <i>Content</i> • <i>Analysis, Interpretation and Evaluation</i> 	<p><u>Grade Level Skills</u> Students will:</p> <ul style="list-style-type: none"> • Skills Matrix

Pacing Guide

Marking Period

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Unit 1 Design 3 weeks			Unit 2 Line 3 weeks			Unit 3 Painting 3 weeks	

Unit 1 - Design, 3 Weeks [top](#)

Standards

Connections

Students will make connections between the visual arts, other disciplines and daily life.

Students will combine the visual arts with another art form to create coherent multidimensional work.

Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

Students will consider, select from and apply a variety of sources for art content to communicate intended meaning.

Unit Objectives

Students will be able to:

- recognize the importance of using the Elements and Principles of Design in their Artwork.
- build on prior knowledge to understand what is meant by good composition.
- identify materials and techniques that an artist may use in his/her creations.

Essential Question

- What is two-dimensional design and how is it used in Art?

Focus Questions

- What is meant by good composition?
- How is design used to impact your composition?
- How are the elements and principles of Art incorporated into Artwork?

Assessments

- Pen and Ink
- Calligraphy
- Paper Mola
- Charcoal
- Scratchboard
- Pastels
- Computer Art

Lesson Planning Resources

- Elements and principles of design
- Compositional arrangement
- Variety of media

Materials/Resources

-

Unit Skills

Students will:

- use a variety of media in design.
- use various design techniques to develop their compositions.
- apply prior knowledge of the Elements and Principles of Design to their Artwork.

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – Line, 3 Weeks [top](#)

Standards

Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

Students will consider and compare the sources for subject matter, symbols and ideas in their own and others’ work.

Unit Objectives

Students will be able to:

- understand line as it is used to create the form.
- recognize the various media that can create line.
- identify line used as texture.
- understand how artists have used line in their compositions.

Essential Question

What is two-dimensional line and how is it used in Art?

Focus Questions

- How is line used to describe form and value?
- What various media can be used to create line?
- How is line used to create texture?

Assessments

- Still life drawing
- Observation drawing
- Pen and Ink
- Calligraphy
- Printmaking
- Foil tooling design

Lesson Planning Resources

- Contour line and various line techniques
- Texture using line
- Value using line
- A wide variety of media that is used to create line

Materials/Resources

-

Unit Skills

Students will:

- use a contour line to describe the edges of form.
- use a variety of lines to create texture.
- use various line techniques to create a range of values.
- draw an image using a various assortment of line.

Technology Resources

Differentiated Instruction

Enrichment/ELL

Unit 3 - Painting, 3 weeks [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.

Students will reflect upon and evaluate the quality and effectiveness of their own and others work using specific criteria (e.g., techniques, formal and expressive qualities, content).

Unit Objectives

Students will be able to:

- understand what is meant by atmospheric perspective.
- recognize various styles of painting in Art history references.
- understand the use of color in value.
- identify foreground, middle ground and background in compositions.

Essential Question

- What is a painting and how have artists used painting to describe their world?

Focus Questions

- What are some of the various styles of painting?
- Who are some artists who have impacted painting as we know it?
- What is meant by foreground, middle ground and background?
- What are the various media that can be used in a painting?
- How do you create color values with paint?
- How can technology be used to reference historical and environmental resources?

Assessments

- Acrylic canvas paintings
- Watercolor paintings
- Tempera paintings

Lesson Planning Resources

- Atmospheric perspective in painting
- Painting applications
- Painting styles
- Use and care of painting materials
- Color theory in painting
- Texture in painting

Materials/Resources

-

Unit Skills

Students will:

- sketch, plan, and design their compositions prior to beginning a final piece.
- use the computer to reference historical and environmental references.
- select correct materials and use them appropriately in order to communicate their purpose in painting.
- demonstrate a knowledge of color theory and paint application.

		<ul style="list-style-type: none">• use color and value to create the illusion of three-dimensionality.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>