

Pierce Middle School
Essential Curriculum Map January 2006
Subject: French Art Humanities
Grade: 8th Second Quarter

Concepts	General Art Concepts	Elements of Art	Principles of art	Media & Techniques	History & Culture
Essential Questions (optional)	<ul style="list-style-type: none"> How is criteria defined and used to evaluate, discuss, and produce works of art? How can we learn to appreciate art of the impressionist period and beyond? 	<ul style="list-style-type: none"> How do artists use the elements of art to create compositionally strong works of art? 	<ul style="list-style-type: none"> How do artists use the principles of art to organize compositionally strong works of art? 	<ul style="list-style-type: none"> What influences artists to choose a particular media when creating works of art? 	<ul style="list-style-type: none"> What are the roles and functions of artists and works of art in cultures, times, and places?
Content	<ul style="list-style-type: none"> Categories & Styles of art Realism, Abstract, Non-objective 2-Dimensional vs. 3-Dimensional Critiquing artworks Describe, Analyze, Interpret, Judge Compositional rules Golden Rule (nine-zone grid), Rule of Thirds, S-curve, Format Art appreciation Aesthetics Craftsmanship 	<p><u>Proficient use of:</u></p> <ul style="list-style-type: none"> Line Shape Value Texture Color (Basic color schemes) Form Space 	<p><u>Proficient use of:</u></p> <ul style="list-style-type: none"> Emphasis/focal point Unity/Variety Contrast (High & Low) Balance (Symmetrical, Asymmetrical, Radial) Rhythm Movement Pattern 	<ul style="list-style-type: none"> <u>Media:</u> Variety of wet, dry, and 3-D media <u>Techniques:</u> Drawing: pen/pencil techniques Methods of observation Painting Mixed Media Three-Dimensional 	<ul style="list-style-type: none"> Purposes of Art Careers in Art Various artists Topics may vary among schools
Skills/ Benchmarks	<p>Since Art Humanities is a connection not only between elementary and high school art, but also a connection in foreign language, the following standards have been pulled from both art grade level standards and foreign language grade level standards. This was done in an attempt to show how this course is designed to integrate both art and foreign language in a unique way, making the curriculum more meaningful to the students.</p> <p>Foreign Language Standards:</p> <p>Standard 1: Students engage in conversations in the foreign language.</p> <p>Standard 2: Students can understand and interpret simple spoken language.</p> <p>Standard 4: Students demonstrate an understanding of the practices of the culture studied.</p> <p>Standard 6: Students further knowledge of other disciplines through foreign language studies.</p> <p>Standard 7: Students acquire information and viewpoints of other cultures by studying foreign language.</p> <p>Standard 8: Students demonstrate understanding of the nature of languages by comparisons made between English and the other languages studied.</p> <p>Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.</p> <p>Standard 10: Students use the language within and beyond the school setting.</p> <p>Standard 11: Students show evidence of becoming lifelong learners by exposure to foreign language in middle school.</p>				

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<p>Essential Assessments</p>	<ul style="list-style-type: none"> • Categories and types of art – Informal observation ,written assessments, tests • Criticism – oral and written critiques • Composition – projects, self- and peer-assessments • Art appreciation and aesthetics – informal observation and written assessments 	<ul style="list-style-type: none"> • Informal teacher observation • Student self- and peer evaluation • Written assessments • Teacher rubric • Process folio or reflection statement 	<ul style="list-style-type: none"> • Verbal and written assessment • Critiques • Rubrics 	<ul style="list-style-type: none"> • Written tests • Studio projects • Informal self, peer, and teacher • Observation • Critiques • Rubric 	<ul style="list-style-type: none"> • Written assessments • Informal self-, peer-, and student-observation • Class participation

<p>Guaranteed Experiences/ Activities</p>	<ul style="list-style-type: none"> • Oral and written critiques • Exposure to text/art visuals about the three types of art and three categories • Studio Projects • Exposure to art appreciation and aesthetics through art textbooks, speakers, etc. • Students are exposed to Impressionism and Post Impressionism. 	<ul style="list-style-type: none"> • Analyze composition in their own work and the work of others (students, master artists) • Keep a process folio • Line exercises • Be able to create illusion of depth on a two-dimensional surface • Shading forms • 3-D experience • Color composition, color scheme, and color organization exercise • Identify positive and negative shape/space, organic and geometric shapes, and forms • Recognize the difference between actual and implied elements • Value scale 	<ul style="list-style-type: none"> • Analyze composition in their own work and the work of others (students, master artists) • Keep a process folio • Thumbnail sketches • Student will use principles to create unity • Student will use common terminology based on concepts • Critiques (students and/or teacher) • Skill-building exercises 	<ul style="list-style-type: none"> • <u>Media:</u> Dry – pencils Wet – ink and paint Three-dimensional exercise Mixed media • <u>Techniques:</u> gradation hatching cross-hatching stippling blending three-dimensional – additive and/or subtractive Rendering from life (real objects) 	<ul style="list-style-type: none"> • Exposure to a variety of visuals including actual artwork and reproductions of past and present artists. Slide tests and visits to art museums help with this aspect. • Exposure to a variety of careers in art using various resources. • Exposure to examples that illustrate the functions and/or purposes of art, especially works of impressionists and post impressionists.
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