

Roanoke County Schools

## *Eighth Grade Art Curriculum*

[Overview](#) \* [Emphasis](#) \* [SOL](#) \* [Instructional Units](#)

### **Overview:**

Upon the completion of the Eighth Grade Art Program, the student will:

- I. Perceive and understand:
  - A. crosshatching, stippling and textural patterns to create light and shade
  - B. implied line
  - C. depth suggested by color
  - D. color theory
  - E. symmetrical and asymmetrical balance
  - F. how value, color and line are used to create depth
  - G. one and two point linear perspective
  - H. alternating and repeating patterns
  - I. optical illusions
  - J. proportion in rendering natural forms
  - K. unity, repetition and variety in 2 and 3-dimensional art forms
  
- II. Appreciate and be aware of:
  - A. art history timeline
  - B. styles of art
  
- III. Possess a knowledge of:
  - A. color crosshatching, stippling and textural patterns to create the effect of light and shade
  - B. art vocabulary
  - C. color theory
  - D. sculptural techniques
  
- IV. Create:
  - A. 2-D and 3-D works of art
  - B. portfolio

- V. Produce art work and demonstrate ability of:
  - A. drawing, painting, sculpture, printmaking, crafts, ceramics and graphic design
  - B. safety procedures appropriate for each process and medium
  - C. proper use and care of tools and materials
  - D. craftsmanship
  - E. presentation and display of art work
- VI. Develop evaluative processes by:
  - A. critiquing
  - B. discussing art in reference to Elements of Art and Principles of Design
  - C. distinguishing art styles

***Emphasis:***

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a worldview, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

***Standards of Learning Objectives:***

**Visual Communication and Production**

- 8.1 The student will create works of art that emphasize specific formal color relationships.

- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.
- 8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.
- 8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing.
- 8.5 The student will use line to create value in a work of art.
- 8.6 The student will create three-dimensional works of art using a variety of themes and processes.
- 8.7 The student will identify and analyze the uses of typography in graphic arts.
- 8.8 The student will demonstrate skill in combining text and imagery using computer technology.
- 8.9 The student will create and maintain an art portfolio.
- 8.10 The student will apply ethical procedures in the execution of works of art.

### **Cultural Context and Art History**

- 8.11 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.
- 8.12 The student will describe and place a variety of works in historical and cultural contexts.
- 8.13 The student will identify the role of artists in mass media.
- 8.14 The student will identify major art movements and influential artists according to geography, culture, and historical period.

### **Judgment and Criticism**

- 8.15 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
- 8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.

- 8.17 The student will communicate how personal experiences influence critical judgments about works of art.
- 8.18 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.
- 8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

### **Aesthetics**

- 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.
- 8.21 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations.
- 8.22 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.

### **Instructional Units:**

Includes Art SOL, correlation with core subject SOL, vocabulary, program of study and book reference (example images and Internet resources to be added)

Art Portfolio | Ceramics | Color Theory | Crafts | Drawing | Graphic Design | History of Art | Perspective | Principles of Design | Styles of Art

**INSTRUCTIONAL UNIT:**

***Art Portfolio***

***SOL:***

8.9 The student will create and maintain an art portfolio.

State Core SOL Correlation: [History and Social Science 8.1](#), [8.2](#), [8.3](#), [8.4](#),  
[8.5](#), [8.6](#), [8.7](#), [8.8](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

***VOCABULARY:***

Portfolio

***PROGRAM OF STUDY:***

Notebooks

Folders

Portfolio

Disk/ portfolio

Web pages

***BOOK REFERENCE*** (Barrett Kendell *Portfolios M*):

Unit 4      Lesson 16

Technique page 251

## **INSTRUCTIONAL UNIT:**

### ***Ceramics***

#### ***SOL:***

- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.

State Core SOL Correlation: [Science PS.2](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 8.6 The student will create three-dimensional works of art using a variety of themes and processes.

State Core SOL Correlation: [Math 8.1](#), [8.9](#), [8.10](#)

#### ***VOCABULARY:***

Slab	Leather hard
Coil	Green ware
Pinch	Bisque ware
Drape	Glaze ware
Additive	Kiln
Subtractive	Wedging
Sculptural	Score
Plastic/ wet	Slip

#### ***PROGRAM OF STUDY:***

Clay sculptures – storytellers, animals, faces, masks, totem poles, room interiors, foods

**BOOK REFERENCE** (Barrett Kendell *Portfolios M*):

Unit 3        Lessons 4, 20

Unit 4        Lessons 4, 6

Unit 5        Lesson 4

## **INSTRUCTIONAL UNIT:**

### ***Color Theory***

#### ***SOL:***

- 8.1 The student will create works of art that emphasize specific formal color relationships.

State Core SOL Correlation: [English 8.1](#), [8.3](#), [8.5](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.

State Core SOL Correlation: None

#### ***VOCABULARY:***

Color wheel

Value/ tints/ shades

Formal color relationships

Color schemes

Analogous

Complementary

Monochromatic

Triad

Moods

Color intensity

#### ***PROGRAM OF STUDY:***

Abstract self-portraits

Color scheme paintings

Value paintings

Book making

Radial design

Printmaking - relief

***BOOK REFERENCE*** (Barrett Kendell *Portfolios M*):

Unit 1      Lesson 10

Unit 4      Lesson 9

## **INSTRUCTIONAL UNIT:**

### ***Crafts***

#### ***SOL:***

- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.

State Core SOL Correlation: [Science PS. 2](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 8.6 The student will create three-dimensional works of art using a variety of themes and processes.

State Core SOL Correlation: [Math 8.1](#), [8.9](#), [8.10](#)

- 8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.

State Core SOL Correlation: None

- 8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

State Core SOL Correlation: None

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

## ***VOCABULARY:***

Crafts

Utilitarian

Decorative

Fiber craft

Assemblage

Paper craft

Egg decorating

***PROGRAM OF STUDY:***

Styrofoam frames (mirror)

Fiber craft

Paris craft/ paper mache

Woodcarving

***BOOK REFERENCE*** (Barrett Kendell *Portfolios M*):

Unit 2      Lesson 8

Technique pages 263 -265

**INSTRUCTIONAL UNIT:**

***Drawing***

***SOL:***

8.5 The student will use line to create value in a work of art.

State Core SOL Correlation: [Science PS.9](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

***VOCABULARY:***

Crosshatching

Stippling

Shading

Paper stump/ tortillion

***PROGRAM OF STUDY:***

Pen and ink drawing

Scratchboard

Charcoal

Color pencil

Pastels

***BOOK REFERENCE*** (Barrett Kendell *Portfolios M*):

Unit 2      Lesson 1

## **INSTRUCTIONAL UNIT:**

### ***Graphic Design***

#### ***SOL:***

- 8.7 The student will identify and analyze the uses of typography in graphic arts.

State Core SOL Correlation: [English 8.2](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 8.8 The student will demonstrate skill in combining text and imagery using computer technology.

State Core SOL Correlation: [English 8.6](#)

#### ***VOCABULARY:***

Calligraphy

Gothic

Roman

Old English/ text

Fonts

Illuminated letters

#### ***PROGRAM OF STUDY:***

Calligraphy

Magazine ads

Illuminated letters

Family crest

Designing cards

**BOOK REFERENCE** (Barrett Kendell *Portfolios M*):

Unit 3      Lesson 8

## **INSTRUCTIONAL UNIT:**

### ***History of Art***

#### **SOL:**

8.10 The student will apply ethical procedures in the execution of works of art.

State Core SOL Correlation: None

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

8.12 The student will describe and place a variety of works in historical and cultural contexts.

State Core SOL Correlation: None

8.14 The student will identify major art movements and influential artists according to geography, culture, and historical period.

State Core SOL Correlation: [Math 8.9](#), [8.10](#), [Science PS.6](#)

8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.

State Core SOL Correlation: None

8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.

State Core SOL Correlation: [Science PS.2](#)

8.21 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations.

State Core SOL Correlation: None

#### **VOCABULARY:**

Historical context

Cultural context

Art movements

Social context

**PROGRAM OF STUDY:**

Videotape and discussion

## **INSTRUCTIONAL UNIT:**

### ***Perspective***

#### **SOL:**

- 8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing.

State Core SOL Correlation: [Math 8.9](#), [8.10](#)

[Math](#) SOLs [Science](#) SOLs [English](#) SOLs [History – Social Science](#) SOLs

- 8.11 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.

State Core SOL Correlation: None

#### **VOCABULARY:**

Architecture

Symbolism

Civilization

Linear perspective

Vanishing point

Horizon line

Eye level

Multiple-point perspective

#### **PROGRAM OF STUDY:**

Architectural interiors - castle, video game rooms, tombs, houses

**BOOK REFERENCE** (Barrett Kendell *Portfolios M*):

Unit 2      Lesson 11

Unit 3      Lesson 6

## **INSTRUCTIONAL UNIT:**

### ***Principles of Design***

#### **SOL:**

- 8.6 The student will create three-dimensional works of art using a variety of themes and processes.

State Core SOL Correlation: [Math 8.1](#), [8.9](#), [8.10](#)

[Math](#) SOLs [Science](#) SOLs [English](#) SOLs [History – Social Science](#) SOLs

- 8.15 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.

State Core SOL Correlation: None

- 8.17 The student will communicate how personal experiences influence critical judgments about works of art.

State Core SOL Correlation: [History and Social Science 8.1](#), [8.2](#), [8.3](#), [8.4](#), [8.5](#), [8.6](#), [8.7](#), [8.8](#)

- 8.18 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.

State Core SOL Correlation: None

#### **VOCABULARY:**

Principles of Design:

Elements of Art:

Emphasis

Line

Balance

Color

Rhythm

Value

Unity

Form

Variety

Shape

Proportion

Space

Texture

Critique

***PROGRAM OF STUDY:***

Pastel animal faces

Painting

Drawing – figure, face

Digital Camera/ computer

Collage

Scrapbook pages

Relief paper sculptures

***BOOK REFERENCE*** (Barrett Kendell *Portfolios M*):

Unit 1        Lessons 12, 13, 14, 15, 16, 17, 18

Unit 3        Lesson 13

Unit 4        Lessons 2, 3, 4,

Technique page 259

## **INSTRUCTIONAL UNIT:**

### ***Styles of Art***

#### **SOL:**

- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.

State Core SOL Correlation: [Science PS.2](#)

[Math](#) SOLs [Science](#) SOLs [English](#) SOLs [History – Social Science](#) SOLs

- 8.12 The student will describe and place a variety of works in historical and cultural contexts.

State Core SOL Correlation: None

- 8.13 The student will identify the role of artists in mass media.

State Core SOL Correlation: None

- 8.14 The student will identify major art movements and influential artists according to geography, culture, and historical period.

State Core SOL Correlation: [Math 8.9](#), [8.10](#), [Science PS.6](#)

- 8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.

State Core SOL Correlation: None

- 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.

State Core SOL Correlation: None

- 8.22 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.

State Core SOL Correlation: None

#### **VOCABULARY:**

Realism – Hopper, Wythe

Abstract

- Non-objective – Pollock
- Objective – de Kooning
- Cubism – Picasso

Surrealism – Dali, Magritte

***PROGRAM OF STUDY:***

Paintings in styles of chosen artists

Shadow boxes showing famous paintings (in groups)

Computer search

Research paper

3-D realistic colored pencil drawing

***BOOK REFERENCE*** (Barrett Kendell *Portfolios M*):

Unit 4        Lessons 8, 10, 11, 12, 13, 14, 15, 16

Unit 6        Lesson 3