

## 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.

<b>Disciplinary Literacy</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Artist’s Purpose</b>	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
<b>Elements of Art and Principles of Design</b>	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><b>Media, Tools, Techniques, and Processes</b></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
<b>Media Skills</b>	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
<b>Composition Skills</b>	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.
<b>Making Meaning</b>	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><b>Exhibition</b></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.

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Application of Creative Process</b>	<p>1.Students describe and apply creative – thinking skills that are a part of the creative problem-solving process.</p> <p>a.Fluency</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).

	<b>MLR Performance Indicators PreK-2</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Aesthetics and Criticism</b>	<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.

<b>Connections</b>	<b>MLR Performance Indicators PreK-2</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>The Arts and History and World Culture</b>	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.
<b>The Arts and Other Disciplines</b>	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.
<b>Goal Setting</b>	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><b>Impact of the Arts on Lifestyle and Career</b></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><b>Interpersonal Skills</b></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>	