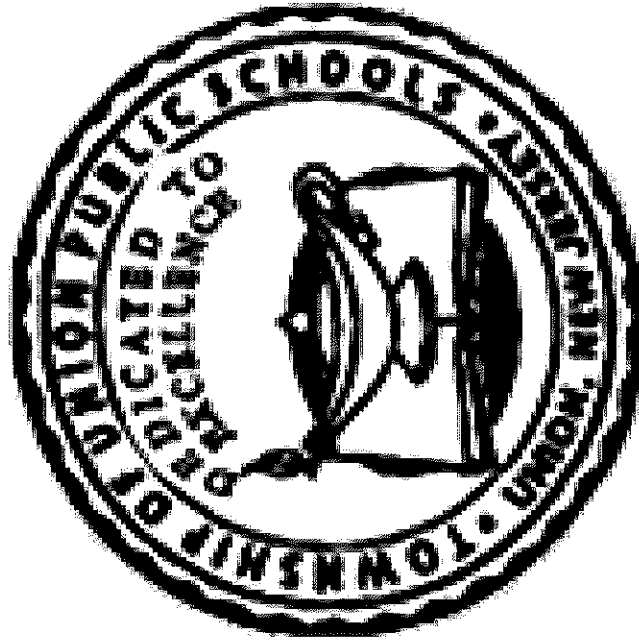


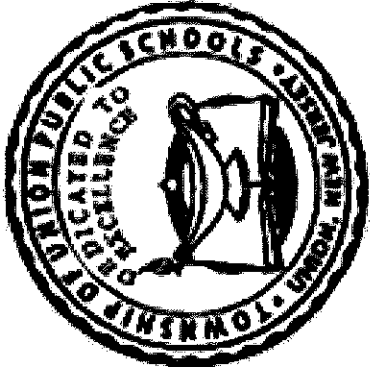
TOWNSHIP OF UNION PUBLIC SCHOOLS



General Art 6-8

# Curriculum Guide 2015

Curriculum Guide Approved June 2015



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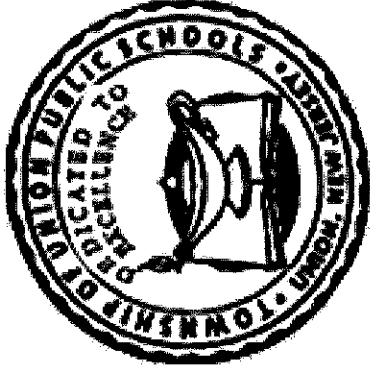
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**TOWNSHIP OF UNION PUBLIC SCHOOLS**

Administration

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**Director of Special Services**.....Ms. Kim Conti

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**District Security**.....Mr. Nick Ardito

## DEPARTMENT SUPERVISORS

School Counseling K-12 .....	Ms. Nicole Ahern
Special Services: Pre K-8 .....	Ms. Sherry Gallanter
Special Services: 9-12.....	Mr. Joseph Seugling
Special Services: Pre K-8 .....	Ms. Donna Wozniak
Pre K-2 English/Math/Science/SS .....	Ms. Maureen Corbett
Social Studies: 6-12, Business 9-12 .....	Ms. Libby Galante
English: 2-5, Social Studies 2-5.....	Mr. Robert Ghiretti
Science: 6-12/NCLB.....	Ms. Maureen Guilfoyle
Career Ed, World Language, ESL, Computers, G&T.....	Ms. Yvonne Lorenzo
English: 6-12.....	Ms. Mary Malyska
Mathematic: 2-5, Science 2-5.....	Ms. Theresa Matthews
Mathematic: 6-12.....	Mr. Jason Mauriello
Art/Music K-12.....	Mr. Ronald Rago

**Curriculum Committee**  
**Anne Marie Caldarola**  
**Cheryl Kleiner**  
**Academic Area**  
**General Art 6-8**

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## **Mission Statement**

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

## **Arts Vision Statement**

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation**



## **Course Description**

**This Middle School General Arts Education Curriculum Guide provides a description of information, objectives, procedures and materials. Discipline Based Art Education will be used to address the objectives in the 6<sup>th</sup> and 7<sup>th</sup> grade guide.**

**For the 6<sup>th</sup> grade, students will become familiar with the Art Elements and art work related to major time periods of art history as well as from various cultures. For the 7<sup>th</sup> grade, students will become familiar with the Principles of Design and Levels of Art Criticism. In addition, they will work on refining their art skills in preparation for the 8<sup>th</sup> grade semester course or a high school art course. The New Jersey Core Curriculum Standards for the Visual and Performing Art will be addressed through the introduction of art concepts, skills and media for all grades.**

**The 8<sup>th</sup> grade art elective is a semester course. Each instructional unit will provide a general background in aesthetics and appreciation of art historically and culturally. Art concepts, the Art Elements and Principles of Design, processes, skills, media and the process of critique will be incorporated into the units in accordance with the New Jersey Core Curriculum Content Standards.**

## **Recommended Textbooks**

**Brooks, R. *Inside Art*. Austin, TX, 1992. W.S. Benson & Company Inc.**

**Gatto, J. Porter, Albert W., Selleck, J. *Exploring Visual Design- The Elements and Principles*. Third Edition. Worcester, MA. Davis Publications.**

## **Course Proficiencies**

**Grade 6 – Students will learn the Art Elements based on art created in history and culture. There is an emphasis on color mixing and knowledge of the color wheel.**

**Grade 7 – Students will learn the Principles of Art with an emphasis on Art Criticism. This course is in preparation for the 8<sup>th</sup> grade semester course or art on the high school level.**

**Grade 8 – Students who choose this elective will enhance their knowledge of Art Elements and Design Principles. They will also exercise their knowledge of Art Criticism with further application in the visual arts.**

# Curriculum Units

## Grade 6

Unit 1: What is Art?

### Explore art elements:

Unit 2: Line

Unit 3: Shape and Space

Unit 4: Form and Texture

Unit 5: Color and Value

Unit 6: Critique

## Grade 6 Pacing Guide - Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: What is Art</u>	<u>1-2 days?</u>
<u>Unit 2: Line</u>	<u>4-5 days</u>
<u>Unit 3: Shape and Space</u>	<u>4-5 days</u>
<u>Unit 4: Form and Texture</u>	<u>6-7 days</u>
<u>Unit 5: Color and Value</u>	<u>5-7 days</u>
<u>Unit 6: Critique</u>	<u>1-2 days</u>

**Unit 1:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>What is Art?</p> <p>What are the elements of art?</p>	<p><b>To introduce students to the history and fundamentals of art. NJCCCS# 1.1, 1.2</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b> Learn the uses of art, identify what art is, and learn how the art elements relate to works of art.</p> <p>Students will view prints of artwork and determine which prints they consider as art. All prints will be examples of art.</p> <p>Resource(s): Inside Art Chapter 1 What is Art? Exploring Visual Design - Introduction</p>	<p>1. Students will discuss what art is used for based on Chapter 1 in Inside Art text.</p> <p>2. Students will also learn/review the art elements. They will choose one of the art prints displayed and describe the artwork using the art elements. Vocabulary words will then be discussed and copied.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p>

**Unit 2:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is line?</p> <p>Describe different kinds of line?</p> <p>How is line defined in drawing in proportion?</p>	<p><b>Students will use line for a creative composition.</b>  <b>NJCCCS#: 1,1, 1.2, 1.3</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b>            Discuss the styles of ancient art in Egypt, Greece and/or Rome. They will use art media to create an art project that demonstrates their understanding of art during the Ancient Egyptian, Greek or Roman periods. In drawing historical figures, students will learn how to draw in proportion.</p> <p>Resource(s): Inside Art Chapter 12, The Living World –People.</p>	<p>1. Have students demonstrate how they draw a human figure (from head to toe).</p> <p>2. Use the proportion technique to help students draw a human figure more realistically. Use ancillary productions to demonstrate what drawing in proportion is.</p>	<p>Teacher observation</p> <p>Art vocabulary related to line will be recorded in the student's art notebook.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How is line defined in a two-dimensional shape?</p> <p>What are geometric shapes?</p> <p>What are organic and freeform shapes?</p> <p>What is space?</p> <p>What is positive and negative space in a three-dimensional sculpture or drawing?</p>	<p><b>To define shape and space both positive and negative images and 2D and 3D objects.</b>  <b>NJCCS#: 1.1, 1.3</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b>            Understand the 2D and 3D characteristics of shape.            Define shape and space.</p>	<ol style="list-style-type: none"> <li>1. Students will define and list shapes and 3D forms on paper.</li> <li>2. Using art media, the students will be able to construct shapes and space in an optical illusion.</li> <li>3. Show the students examples of Optical Art.</li> <li>4. Using concentric circles, student will create a pattern of circles to complete the illusion on paper.</li> </ol>	<p>Teacher observation</p> <p>Art vocabulary related to line will be recorded in the students' notebook</p> <p>A quiz on vocabulary words.</p> <p>A rubric developed by the teacher will be used for assessment.</p>



**Unit 4:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the origins of ceramics and sculpture?</p> <p>What is form?</p> <p>What is glaze and how is it applied?</p> <p>What is Texture?</p>	<p><b>Students will understand in the use form as element in ceramic/sculpture or fiber project.</b></p> <p><b>NJCCS#: 1.1, 1.2, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Refine technical skills in producing a 3D artwork. The students will refine hand-building techniques in the production of an original 3-D object.</p> <p><b>Resource(s): Inside Art Chapter 18 Working in 3-D: Sculpture and Ceramics Exploring Visual Design – Chapter 2 Shape and Form</b></p>	<ol style="list-style-type: none"> <li>Students will define and list various animals. Using art media, the students will be able to construct 3-D shapes and forms. Students will experience hand-building exploration in sculpture.</li> <li>Teacher will demonstrate hand-building techniques for making a clay sculpture of an animal.</li> <li>Students will select one of their drawings to be made of clay.</li> <li>Glaze will be applied after bisque firing</li> </ol>	<p>Teacher observation</p> <p>Vocabulary related to clay and sculpture will be reviewed.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 5:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How might a color wheel help you when you want to mix a color?</p> <p>What is Value? How is value produced in color?</p> <p>How are tints and shades of a color made?</p> <p>How are primary and secondary colors made?</p>	<p><b>Students will understand the use of color and value as an element.</b>  <b>NJCCC#: 1.1, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b>            Create their own color wheel by mixing the colors.</p> <p><b>Resource(s):</b> <u>Inside Art</u> Chapter 3 pp. 37-45, <u>Exploring Visual Design</u> Chapter 4 pp. 72-93</p>	<ol style="list-style-type: none"> <li>1. Display the color wheel poster and go over it explaining color groups and the combinations of primary and secondary colors to achieve desired results</li> <li>2. Place triangle in the center of the 12 x 18 horizontal paper and trace the outer edge. Reverse the paper and trace the triangle again, creating a 6 pointed star.</li> <li>3. Label the color wheel above the star and label each color group in the star – primary, secondary, in-between (intermediate) and the neutral gray or brown center.</li> <li>4. Begin to mix each color one step at a time. Start with the primary colors, then the secondary colors and then the in-between/intermediate colors. Use a tester sheet before applying paint to the final paper.</li> </ol>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 6:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is art criticism?</p> <p>What are the four steps of art critique?</p> <p>What is meant by critical evaluation?</p>	<p><b>Students will demonstrate their knowledge and understanding of the four steps of art criticism.</b></p> <p><b>NJCCS# 1.1, 1.4</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b></p> <p>Describe, analyze, interpret, and evaluate art work.</p> <p>Apply the four step method of art criticism to their work in a written and oral response about artists that created art history</p> <p>The students will be able to discuss the artist and describe the media used in his/her work.</p> <p><b>Resource(s):</b> Inside Art Chapter 1 What is Art? Meet the Artist – Grade 6 and art reproductions</p>	<ol style="list-style-type: none"> <li>1. Teacher will provide a selected group of artists for the student to choose for critique.</li> <li>2. Students will research online information on their artist.</li> <li>3. Research and writing skills will be utilized for this assignment.</li> <li>4. Critique worksheet will be used for art criticism.</li> </ol>	<p>Teacher observation</p> <p>Art vocabulary related to art criticism will be recorded in the student notebook.</p> <p>A written critique using the four steps of art criticism will be completed by the student.</p> <p>A rubric developed by teacher will be used for assessment.</p>

## **Curriculum Units**

### **Grade 7**

Unit 1: What is Art?

Unit 2: Art Elements and Design Principles

Unit 3: Line and Shape

Unit 4: Form and Texture

Unit 5: Color and Value

Unit 6: Critique

## Grade 7 Pacing Guide - Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: What is Art</u>	<u>1-2 days</u>
<u>Unit 2: Art Elements and Design Principles</u>	<u>1-2 days</u>
<u>Unit 3: Line and Shape</u>	<u>6-7 days</u>
<u>Unit 4: Form and Texture</u>	<u>6-7 days</u>
<u>Unit 5: Color and Value</u>	<u>5-7 days</u>
<u>Unit 6: Critique</u>	<u>1-2 days</u>

**Unit 1:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What is Art?</p> <p>What are the elements of art?</p>	<p><b>To introduce students to the history and fundamentals of art.</b> # 1.1, 1.2</p> <p><b>THE STUDENTS WILL BE ABLE TO:</b> Learn the uses of art, identify what art is, and learn how the art elements relate to works of art.</p> <p>Students will view prints of artwork and determine which prints they consider as art. All prints will be examples of art.</p> <p>Resource(s): Inside Art Chapter 1 What is Art? Exploring Visual Design - Introduction</p>	<p>1. Students will discuss what art is used for based on Chapter 1 in Inside Art text.</p> <p>2. Students will also learn/review the art elements. They will choose one of the art prints displayed and describe the artwork using the art elements. Vocabulary words will then be discussed and copied.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p>

**Unit 2:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the Elements of Art?</p> <p>What are the Design Principles?</p>	<p><b>The students will understand the meaning and application of art elements as center of interest in a work of art.</b></p> <p><b>NJCCCS#: 1,1, 1.2, 1.4</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b></p> <p>Understand the use of the elements in an artwork, introducing the application of the design principles and how to identify them through viewing an artwork and using various media to describe them creatively in artwork practice.</p>	<ol style="list-style-type: none"> <li>1. Teacher demo on the Art Elements and discuss the importance of elements as it applies to art.</li> <li>2. Students will be able to identify the elements of art and principles and then have time to create them hands on in stations.</li> <li>3. Teacher will review how students used elements and principles in their class work practice through oral discussion and critique.</li> </ol>	<p>Teacher observation</p> <p>Art vocabulary related subject matter will be recorded in the students' notebook.</p> <p>Teacher observation and student involvement in the exploration using various media demonstrating art elements and principles in art work practice.</p>

**Unit 3:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>What is Line?</p> <p>Describe different kinds of Line?</p> <p>How does line create expression?</p> <p>What is the difference between 2D and 3D shape?</p> <p>What are geometric, free-form and organic shapes?</p> <p>What are the principles of design?</p>	<p><b>Students will use line in a creative composition and explore the principles of proportion and balance in ways in their artwork.</b></p> <p><b>NJCCCS#: 1.1, 1.2, 1.3</b></p> <p>THE STUDENTS WILL BE ABLE TO:</p> <p>Understand the technical skills in producing artwork using visual analysis to sight the correct proportions of natural or constructed objects to produce 2D or 3D artwork.</p> <p>Observe art reproductions of master artists to determine and demonstrate how perspective effects their visual perception of shapes and forms, with the use of Elements and Principles</p>	<p>1. Create a Self Portrait.</p> <p>2. Reading on proportion hand-out and study guide on proper use of guidelines and drawing in proportion of the facial features.</p> <p>3. Introduce the finger method and discuss placement of facial features Teacher demonstration, students will copy notes onto their drawing paper</p> <p>3. Students' will create a self portrait head. Students will explore facial proportion.</p> <p>4. Students will study the use of value and how it creates 3D form in their artwork.</p>	<p>Teacher observation</p> <p>Effective use of proportion and balance to create desired outcome will be exhibited in artwork.</p> <p>The principle of design, balance is apparent in the creation of the artwork.</p> <p>A rubric developed by teacher will be used for assessment.</p>



**Unit 4:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the origins of ceramics and sculpture?</p> <p>What is form?</p> <p>What are the 3D differences in free-form, geometric and organic shapes.</p> <p>What is texture?</p> <p>What is facial expression?</p> <p>What is glaze and how is it applied?</p>	<p><b>Students will understand the use form as element in ceramic/sculpture project.</b>  <b>NJCCS#: 1.1, 1.2, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b>            Utilize various hand-building methods to create a 3D facial sculpture showing facial expression.</p> <p>The students will refine hand-building techniques in the production of an original 3-D object.</p> <p>Resource(s): Inside Art            Chapter 18 Working in 3-D:            Sculpture and Ceramics            Exploring Visual Design –            Chapter 2 Shape and Form</p>	<p>1. Create a ceramic facial sculpture.</p> <p>2 Students will practice looking in the mirror and recording various facial expressions.</p> <p>3. Students will design what they will create for their clay face or face jug. It can be a human head, animal, fantasy design or seasonal thematic. They will create the expression of their choice on the face.</p>	<p>Teacher observation</p> <p>Art vocabulary related to texture and slab, pinch and coil construction will be recorded in the students' notebook.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 5:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How might a color wheel help you when you want to mix a color?</p> <p>What are monochromatic colors?</p> <p>How are tints and shades of a color made?</p> <p>What are complementary colors, and their placement on the color wheel?</p> <p>What results do you get mixing complementary colors?</p>	<p><b>Students will understand the use of color and value as an element.</b>  <b>NJCCCS#: 1.1, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b>            Mix pure hues, tints, shades and varied intensities of color.</p>	<p>1. Students will be able to mix varying values of gray to introduce tints and shade applications.</p> <p>2. Students will create a tempera painting using tints and shades to create a monochromatic effect.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p> <p>Effective use of rhythm and movement to create desired outcome will be exhibited in artwork.</p> <p>Effective use of monochromatic color and modulation is created.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 6:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is art criticism?</p> <p>What are the four steps?</p> <p>What is meant by critical evaluation?</p>	<p><b>Students will demonstrate their knowledge and understanding of the four steps of art criticism.</b></p> <p><b>NJCCS# 1.1, 1.4</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Describe, analyze, interpret, and evaluate art work.</p> <p>Apply the four step method of art criticism to their work in a written and oral response about artists that created art history</p> <p>The students will be able to discuss the artist and describe the media used in his/her work.</p> <p><b>Resource(s):</b> Inside Art Chapter 1 What is Art? Meet the Artist – Grade 6 and art reproductions</p>	<ol style="list-style-type: none"> <li>1. Teacher will provide selected reading on Rembrandt and Rodin.</li> <li>2. A class discussion on the reading and oral critique of the artist (s).</li> <li>3. Research and writing skills will be utilized for this assignment.</li> <li>4. Critique worksheet will be used for art criticism.</li> </ol>	<p>Teacher observation and student/teacher responsiveness on critique.</p> <p>Art vocabulary related to art criticism will be recorded in the student notebook.</p> <p>A written critique using the four steps of art criticism will be completed by the student.</p> <p>A rubric developed by teacher will be used for assessment.</p>

# Curriculum Units

## Grade 8

Unit 1: What is Art?

### Explore art elements:

Unit 2: What is art criticism?

Unit 3: Line and Shape

Unit 4: Value and Texture

Unit 5: Form and Space

Unit 6: Critique

### Apply principles of design

Unit 7: Proportion

Unit 8: Emphasis

Unit 9: Repetition

Unit 10: Variety

Unit 11: Rhythm and Balance

Unit 12: Unity

## Grade 8 Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Introduction to Art – What is Art?</u>	<u>2 days</u>
<u>Unit 2: Art Criticism –Explore Elements and Principles</u>	<u>3-4 days</u>
<u>Unit 3: Line and Shape</u>	<u>1-2 weeks</u>
<u>Unit 4: Value and Texture</u>	<u>1-2 weeks</u>
<u>Unit 5: Form and Space</u>	<u>1-2 weeks</u>
<u>Unit 6: Critique</u>	<u>1 week</u>
<u>Unit 7: Proportion and Balance</u>	<u>2-3 weeks</u>
<u>Unit 8: Emphasis</u>	<u>1-2 weeks</u>
<u>Unit 9: Variety and Repetition</u>	<u>1-2 weeks</u>
<u>Unit 9: Unity</u>	<u>2-3 weeks</u>
<u>Unit 11: Movement</u>	<u>3-4weeks</u>
<u>Unit 12: Unity</u>	<u>3-4 weeks</u>

**Unit 1:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is Art?</p> <p>What are the elements of art?</p> <p>What are the principles of design?</p> <p>What are basic drawing techniques?</p>	<p><b>To introduce students to the history and fundamentals of art and drawing.</b></p> <p><b>NJCCS# 1.1, 1.3</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b></p> <p>Draw basic objects before learning new techniques. They will also learn new drawing techniques like grid drawing, upside down drawing, the five basic shapes, and duplication exercises.</p> <p>Students will practice their drawing skills by drawing a house, hand, tree, shoe and face in their sketchbook.</p>	<p>1. Students will be given a sketchbook and will record/store pre drawing exercises in the sketchbook.</p> <p>2. They will be given a demonstration on drawing the five basic shapes and apply learning for creating an upside down, duplication and grid drawing.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p>

**Unit 2:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What art elements and principles can be identified in an art reproduction?</p> <p>What is art criticism?</p> <p>What are the four steps?</p> <p>What is meant by critical evaluation?</p>	<p><b>Students will identify art elements and design principles to evaluate an artwork.</b></p> <p><b>NJCCCS#: 1, 1, 1.4</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b></p> <p>Understand how to identify elements and principles in an artwork in combination with art criticism.</p>	<p>1. The art elements will be reviewed in conjunction with art criticism.</p> <p>2. Students will view and critique an art reproduction in preparation for their art report.</p>	<p>Art vocabulary related to elements and principles will be recorded in the student's art notebook.</p> <p>An oral critique and teacher/student discussion will be completed.</p> <p>A rubric developed by teacher will be used for assessment for student responsiveness.</p>

**Unit 3:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is Line?</p> <p>Describe different kinds of Line expressions?</p> <p>What is the difference between 2D and 3D shapes?</p> <p>What are geometric, free-form and organic shapes?</p>	<p><b>To define line in a three-dimensional form.</b>  <b>NJCCS#: 1.1, 1.3</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b></p> <p>Create a study of their hand using one of the basic five shapes – the cylinder to compose their hand.</p> <p>Students will sketch their hand using contour drawing method.</p>	<ol style="list-style-type: none"> <li>1. Students will begin to study their non-writing hand to find where the cylinder shapes are and how they connect.</li> <li>2. While observing their hand, students will conduct five contour drawings in their sketchbook.</li> <li>3. The last drawing will be a detail drawing while studying their hand. Students are not allowed to trace hands.</li> <li>4. Introduce value using the blending method is used in the sixth drawing only. Teacher can suggest hand gestures for students to draw if necessary.</li> </ol>	<p>Art vocabulary related to line will be recorded in the students' notebook</p> <p>A quiz on vocabulary words.</p> <p>The use of line will be evident in students finished work.</p> <p>A rubric developed by the teacher will be used for assessment.</p>



**Unit 4:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is Value?</p> <p>What is a Value Scale?</p> <p>What is 3 dimensional form?</p> <p>How does value create 3 dimensional form?</p> <p>What is texture?</p> <p>What is implied and actual texture?</p> <p>What is tactile texture?</p>	<p><b>Students will understand the use value and texture as elements drawing a still life.</b></p> <p><b>NJCCS#: 1.1, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Detect and display light and dark tones on a 2D surface</p> <p>Students will be able to draw a basic pencil drawing of 3D objects and add value to create the look of a 3D form.</p> <p>Students will use blending, stippling, cross-hatching, and hatching techniques to show different values and textures.</p> <p>Students will create a Value Scale.</p>	<p>1. Students will use their sketchbook and create three value scales (of 9 squares each) to practice stippling, cross-hatching, and hatching.</p> <p>2. A worksheet is provided for the learning and practice of the blending and hatching techniques.</p>	<p>Art vocabulary related to value will be recorded in the student's notebook.</p> <p>The use of the element of value and texture is will be evident in the students' value scale.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 5:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is form?</p> <p>What are the 3D differences in free-form, geometric and organic shapes.</p> <p>What is Space?</p> <p>What is foreground vs. background in the use of the element of space?</p>	<p><b>Students will understand the use form and space as element drawing a still life.</b>  <b>NJCCS#: 1.1, 1.3</b></p> <p>THE STUDENT WILL BE ABLE TO:            Students will be able to draw a basic pencil drawing of 3D objects and adding value and texture applied in prior lesson as various drawing techniques.</p> <p>Students will also learn how light and shadow and implied textures observed create space in a 3D effect.</p>	<ol style="list-style-type: none"> <li>Students will create a composition using assorted objects for a still life, using pencil, pen and ink, or both.</li> <li>They are expected to use at least three drawing techniques to portray 3D forms on paper.</li> <li>The students will use one technique per drawing.</li> <li>Understanding foreground and background, create a still life composition</li> </ol>	<p>Art vocabulary related to form and texture will be recorded in the student's notebook.</p> <p>The use of the element of value, form and texture will be evident in the students' project.</p> <p>Students will evaluate their work using the four steps of art criticism.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 6:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is art criticism?</p> <p>What are the four steps?</p> <p>What is meant by critical evaluation?</p> <p>Research a 20<sup>th</sup> Century Artist essay.</p>	<p><b>Students will demonstrate their knowledge and understanding of the four steps of art criticism.</b></p> <p><b>NJCCS# 1.1, 1.3, 1.4</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Describe, analyze, interpret, and evaluate art work. Apply the four step method of art criticism to their work in a written response about 20<sup>th</sup> century artists that created art history</p> <p>Research an artist's life and artworks while applying the process of critique to a selected piece of art by the artist.</p> <p>Resource(s): Computer lab, resources held at school library.</p>	<ol style="list-style-type: none"> <li>1. Teacher will provide selected reading and research on selected artists.</li> <li>2. A class discussion on the reading and oral critique of the artist (s) to review art criticism procedures.</li> <li>3. Research and writing skills will be utilized for this assignment.</li> <li>4. Critique worksheet will be used for art criticism.</li> </ol>	<p>Teacher observation and student/teacher responsiveness on critique.</p> <p>Art vocabulary related to art criticism will be recorded in the student notebook.</p> <p>A written essay and critique using the four steps of art criticism will be completed by the student.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 7:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is proportion?</p> <p>Why do artist manipulate the normal size, scale, or proportion of things?</p> <p>What is Balance?</p> <p>What is symmetrical balance?</p> <p>What is asymmetrical balance?</p>	<p><b>Students will explore the principles of proportion through three-dimensional art.</b></p> <p><b>NJCCCS# 1.1, 1.3</b></p> <p><b>THE STUDENTS WILL BE ABLE TO:</b></p> <p>Define proportion as a principle of art, understanding that proportion has to do with the relationship between parts of the whole.</p> <p>Students will observe through instruction the ability implement specific styles, techniques, media and tools to create an original artwork.</p>	<p>1 Students will use measurement techniques demonstrated and draw the opposite side of a face to create a symmetrical shape which resembles the other half using a photo. These horizontal and vertical lines assist in facial placement for proportion.</p> <p>2. Students will only draw one side of the face, adding value and texture either using graphite pencil or colored pencils.</p> <p>3. Right handed students draw the left side of the face. Left handed will draw the right side.</p>	<p>Art vocabulary related to proportion and scale will be recorded in the students' notebook.</p> <p>Effects of proportion and scale will be exhibited in student's work</p> <p>Students will demonstrate an understanding of basic symmetrical forms to create a symmetrical face.</p> <p>A rubric developed by the teacher will be used for assessment.</p>

**Unit 8:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How might a color wheel help you when you want to mix a color?</p> <p>What are primary, secondary, and tertiary (intermediate) colors?</p> <p>What are complementary colors, and their placement on the color grid?</p> <p>What results do you get mixing complementary colors?</p> <p>How does an artist create emphasis in color?</p>	<p><b>Students will understand the principle of emphasis as a focal point in color mixing.</b></p> <p><b>NJCCCS#: 1.1, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Mix pure hues, to create complementary colors, and blending those colors to explore the intensities and how color can be used to create emphasis.</p> <p><b>Resource(s):</b> Inside Art Chapter 3 pp. 37-45, Exploring Visual Design Chapter 4 Color</p>	<p>1. Students will mix varying values of color using a color wheel.</p> <p>2. Create a tempera painting using complementary colors, mixing their complements together showing various intensities, showing emphasis in color.</p> <p>3 Complementary colors will be mixed together to explore how colors are dulled by producing this effect.</p> <p>4. Create a 9" grid using all three primary, secondary and their complements. Top row or primary, last row secondary, center is used to combine the complements.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p> <p>Effective use of color and mixing of complementary pairs to create desired outcome of intensity will be exhibited in artwork.</p> <p>The principle of design emphasis of color intensities is apparent in the practice.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 9:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How might a color wheel help you when you want to mix a color?</p> <p>What are primary, secondary, and tertiary (intermediate) colors?</p> <p>What are analogous colors, and their placement on the color wheel?</p> <p>What is repetition?</p> <p>How can you show repetition and pattern in color?</p>	<p><b>Students will explore the principles of repetition and pattern effectively in their productions.</b>  <b>NJCCCS#: 1.1, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b>            Mix pure hues, to create analogous colors, and blending those colors to explore the relationships and how the color can be used to create repetition and variety.</p> <p>Resource(s): Inside Art Chapter 3 pp. 37-45, Exploring Visual Design Chapter 4 Color</p>	<p>1. Students will mix varying values of color using a color wheel.</p> <p>3. Mix primary and secondary to create tertiary colors and place them accordingly on a color wheel.</p> <p>4. Color wheel reliefs can be made creating a 10 x 10" wheel, cutting into 12 quadrants raising parts to become a relief after colors are mixed and produced. Or, simply using a basic color wheel to explore the relationships and the repetition of color.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p> <p>Effective use of color and placement on the color wheel to create desired outcome will be exhibited in artwork.</p> <p>The principle of design repetition and variety of color and color family and relationships is apparent in the practice.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 10:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is Abstract in an art form?</p> <p>What is Fauvism?</p> <p>What are complementary colors?</p> <p>What are analogous colors?</p> <p>What is Variety?</p> <p>How can you show the use of variety of color families in an abstract artwork?</p>	<p><b>Students will explore the principles of variety and emphasis effectively in their productions.</b></p> <p><b>NJCCCS#: 1.1, 1.2, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Learn about artists who use various color schemes in artworks to create an abstract art work.</p> <p>Understand Fauvism and how artists use vivid expressionistic and non-naturalistic use of color.</p> <p>Resource(s): Inside Art Chapter 3 pp. 37-45, Exploring Visual Design Chapter 4 Color. Artist reproductions, Van Gogh, Matisse, Cezanne, Seurat.</p>	<p>1. Students will use a view finder locating a section of a magazine photo for an abstract effect.</p> <p>2. Students will enlarge design to a 9 x 12 draft paper then transfer to their final draft.</p> <p>4. Choose a color scheme representing a fauvist theme or use of color in an expressionist abstract design.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p> <p>Effective use of color to create desired outcome will be exhibited in artwork.</p> <p>The principle of design unity, variety and emphasis of color is apparent in the practice.</p> <p>A rubric developed by teacher will be used for assessment.</p>

**Unit 11:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the origins of ceramics and sculpture?</p> <p>What is the importance of form, content and technique?</p> <p>What is clay and where does it come from?</p>	<p><b>To introduce students to the history fundamental of ceramic/sculpture, explore the principles of rhythm and balance effectively in their productions.</b></p> <p><b>NJCCS# 1.1, 1.2, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Observe reproductions and become aware of the development of art historically and of various cultures.</p> <p>Students will demonstrate hand building technique in making clay pots and/or various sculptures.</p> <p>Understand proper application of under glaze and/or complete the clay work.</p>	<p>1. Students will read the introduction to ceramics, and then discuss the importance of form, content and technique as it applies to ceramics/sculpture.</p> <p><b>Proj #1</b></p> <p>2. Hand-build a symmetrical coil constructed pot, bowl or vase having a balanced shape and coil design within the pot.</p> <p><b>Proj #2</b></p> <p>3. Hand-build and assembly for a clay bust will be demonstrated. Embellishments and use of tools will be demonstrated for carving and incising facial features.</p> <p>4. Students will learn about the pottery of different cultures.</p> <p>Materials: clay, slip, brush and clay tools.</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p> <p>A quiz on vocabulary words.</p> <p>The use of elements and principle of balance will be evident in students finished work.</p> <p>Effective use of rhythm of pattern to create desired outcome will be exhibited in artwork.</p> <p>A rubric developed by the teacher will be used for assessment.</p>



**Unit 12:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is fiber arts?</p> <p>What is a Loom, warp string and weft?</p> <p>How to create a loom.</p> <p>How do artist create unity in constructing a loom and the process of weaving.</p>	<p><b>Students will explore a variety of ways to use the principles of unity in their artwork.</b></p> <p><b>NJCCCS#: 1.1, 1.2, 1.3</b></p> <p><b>THE STUDENT WILL BE ABLE TO:</b></p> <p>Demonstrate grade appropriate craftsmanship to maintain an even tension to create a horizontal, vertical or freeform design for weaving. Understand the fiber art process to produce a 2D or 3D artwork or wearable art.</p> <p>Organize things based on their similarity in color, texture, shape, pattern or form, apply elements and principles in the production their own artwork weaving.</p>	<ol style="list-style-type: none"> <li>1. Students will learn the history of the fiber arts.</li> <li>2. Using the student teacher examples, students will observe pattern and technique for weaving.</li> <li>3. Teacher demonstration on creating their own looms prior to the weaving process.</li> <li>4. Teacher demonstrating increasing and decreasing diagonally to create a design.</li> <li>5. Student selection of two or three colors to construct their weaving pattern.</li> </ol> <p>Materials: Loom, needles, yarn, scissors, rulers and pencils.</p>	<p>Art vocabulary related to unity will be recorded in the students' notebook.</p> <p>The principle of design, unity and repetition of pattern is apparent in the creation of creating a weaving.</p> <p>A rubric developed by the teacher will be used for assessment.</p>

**New Jersey Core Curriculum Content Standards**  
**Academic Area**

- 1. Standard 1.1 The Creative Process:** All students will demonstrate and understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.
- 2. Standard 1.2 History of the Arts and Culture:** All students will understand the role, development and influence of the arts throughout history and across cultures.
- 3. Standard 1.3 Performing:** All Students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 4. Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theatre and visual art.

**New Jersey Scoring Rubric**

1. Expressiveness of theme/idea
2. Originality (does not use trite, overused symbols)
3. Technical use of medium/execution/skill in handling tools and materials
4. Composition (use of design elements and principles)
5. Visual complexity/details
6. Experimentation with new combinations of materials
7. Transfer of learning to new situations
8. Effort/interest in project (amount of thought, (planning, time, and care)
9. Followed instructions
10. Completed project on time.

# Addendum

## 6<sup>th</sup> Grade Vocabulary

### Drawing vocabulary

1. landscape – a picture of an outdoor scene
2. 2-dimensional – a painting, drawing, or art work that is flat
3. free-form shapes – shapes and forms that do not look like another particular shape
4. geometric shapes – shapes such as triangles, squares, circles and rectangles
5. symmetrical – when something is exactly the same on both sides
6. related lines – lines that have similar characteristics and direction
7. still life – an arrangement of fruit, bottles or other objects
8. collage – assorted materials pasted to a background
9. portrait – a picture of a special person
10. texture – the roughness or smoothness of a surface or object
11. motif – part of a design that is repeated in a pattern
12. proportion – comparing sizes of different shapes in relation to one another
13. perspective – showing distance in a drawing or painting

### Ceramics and Fiber Arts vocabulary

1. kiln – the oven clay is fired in
2. green ware – clay objects that have been air-dried but have not gone into the kiln
3. glaze – a coating of chemicals applied to a clay surface
4. scoring – a method used to join two pieces of clay together
5. 3-dimensional – something that has width, height, and depth
6. fiber art – art like weaving, stitchery, and tie-dye
7. weaving –interlacing strands of yarn on a loom
8. bisque – clay after it has come out of the kiln but before it has been glazed.

### **Color vocabulary**

1. primary colors – colors that can only be mixed with chemicals
2. secondary colors – colors mixed by two primary colors
3. intermediate colors – colors mixed by combining one primary and one secondary color
4. complementary colors – colors that are across from each other on the color wheel
5. tint – adding white to a color/hue
6. shade – adding black to a color/hue

❖ **Know your entire color wheel so that you are able to draw one.**

## 6<sup>th</sup> Grade Vocabulary Test

Each answer is worth \_\_\_\_\_ points. Write the correct letter(s) for the answer on your answer sheet. Do not write on this worksheet. Remember to answer all twenty-six questions and complete the color wheel.

1. The use of \_\_\_\_\_ shows distance in a drawing or painting.
  - a. proportion
  - b. perspective
  - c. still life
2. \_\_\_\_\_ is the roughness or smoothness of an object.
  - a. primary
  - b. motif
  - c. texture
3. A triangle, circle, square and rectangle are all \_\_\_\_\_ shapes.
  - a. geometric
  - b. free-form
  - c. parallel
4. A picture of a special person is called a \_\_\_\_\_.
  - a. hard-edge
  - b. portrait
  - c. 2-D
5. A painting, drawing, or artwork that is flat is called \_\_\_\_\_.
  - a. 2-D
  - b. 4-D
  - c. 3-D

6. An arrangement of fruit, bottles, or other objects is called a \_\_\_\_\_.
- still life
  - hard-edge
  - portrait
7. A picture of an outdoor scene is called a \_\_\_\_\_.
- landscape
  - still life
  - motif
8. Shapes that do not resemble anything in particular are called \_\_\_\_\_ shapes.
- rectangles
  - free-form
  - geometric
9. When comparing sizes of different shapes in relation to one another, you observe their \_\_\_\_\_ to each other.
- perspective
  - proportion
  - distance
10. Lines that have similar characteristics and direction are \_\_\_\_\_ lines.
- broken
  - related
  - symmetrical
11. When something is exactly the same on both sides, it is \_\_\_\_\_.
- broken
  - related
  - symmetrical

12. \_\_\_\_\_ is a word that means to paste assorted materials to a background.

- a. collage
- b. landscape
- c. motif

13. Part of a design that is repeated in a pattern is a \_\_\_\_\_.

- a. collage
- b. landscape
- c. motif

14. Something that is \_\_\_\_\_ has width, height, and depth.

- a. 2-D
- b. 4-D
- c. 3-D

15. Clay that has been formed into an object, but not yet fired, is called \_\_\_\_\_.

- a. green ware
- b. glaze
- c. bisque

16. A coating of chemicals applied to a clay surface is called \_\_\_\_\_.

- a. painting
- b. glaze
- c. fiber

17. Clay is fired in a \_\_\_\_\_.

- a. brick stove
- b. wood pile
- c. kiln



18. A method used to join two pieces of clay together is \_\_\_\_\_.

- a. coiling
- b. scoring
- c. pinching

19. A \_\_\_\_\_ art refers to processes such as weaving, stitchery, and tie-dye.

- a. weaving
- b. fiber
- c. stitchery

20. Clay that has been fired once and is ready to be glazed is \_\_\_\_\_.

- a. bisque
- b. green ware
- c. kiln

21. A loom is used for \_\_\_\_\_.

- a. stitchery
- b. weaving
- c. fiber

22. When you add black to a color you make it a \_\_\_\_\_.

- a. tint
- b. shade
- c. neutral

23. \_\_\_\_\_ colors are found opposite each other on the color wheel.

- a. intermediate
- b. complementary
- c. secondary

24. Green, violet, and orange are called \_\_\_\_\_.

- a. primary
- b. secondary
- c. intermediate

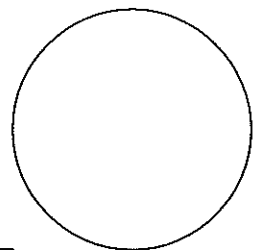
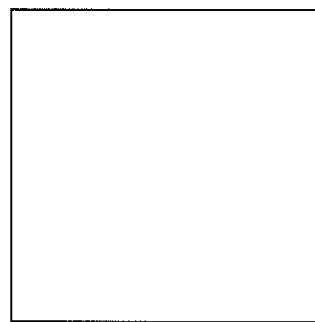
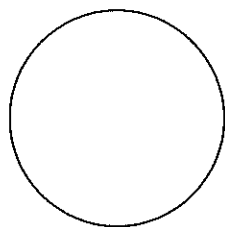
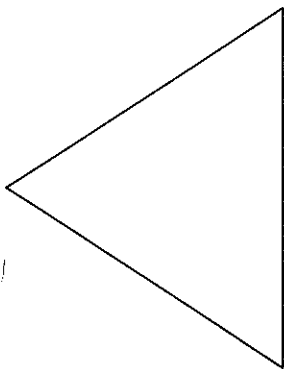
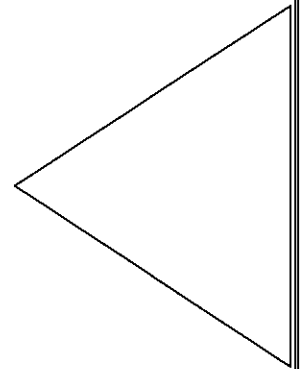
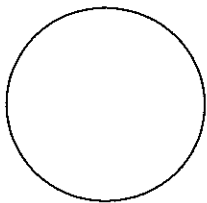
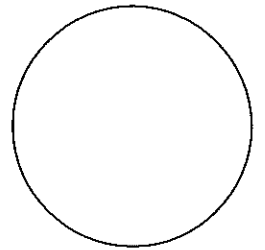
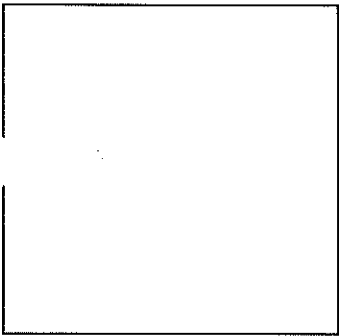
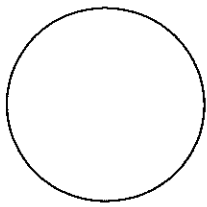
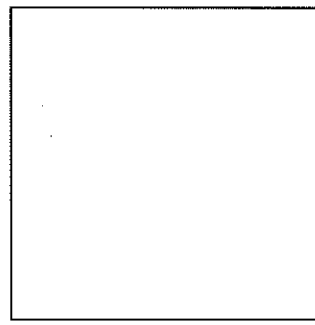
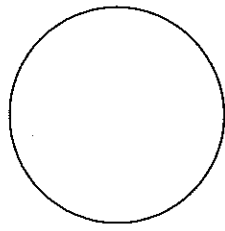
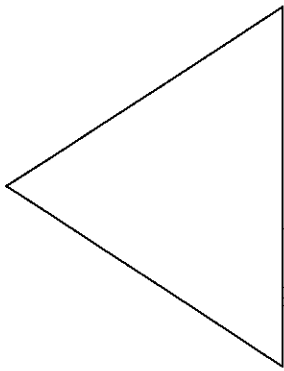
25. When you add white to a color, you create a \_\_\_\_\_.

- a. tint
- b. shade
- c. neutral

26. Colors such as red-orange and yellow-green are \_\_\_\_\_ colors.

- a. secondary
- b. primary
- c. intermediate

\*\*\*\*\*Please complete the color wheel on the back of your answer sheet.\*\*\*\*\*



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Meet the Artist - Report Sheet – Grade 6

Directions: Use this sheet for you research into the life of the assigned artist. You must use at least 2 sources which include books, encyclopedias, magazines, printed information from the vertical file or from the computer. The sources must be listed in the Bibliography. The information that you find will be put into paragraph form using your own words. If there is a sentence that you can not change, make sure you use "quotation marks". The completed report must have an artistic cover, your research, at least 2 pictures of the art work done by the artist, bibliography and this paper attached at the end.

1. Artist name: \_\_\_\_\_

2. Date of birth: \_\_\_\_\_ Date of death: \_\_\_\_\_

3. Place of birth: \_\_\_\_\_

4. Briefly describe two world events that occurred while this artist was alive?

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5. Describe two events in the artist's life that had an important influence on his or her art.

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6. How would you describe the main characteristics of the artist's work? . For example: Painting or sculpture, realistic or abstract or does his style have a name? (Example: Impressionism, Cubism, Surrealism, Realistic). Was the art about people, landscapes, still life or animals?

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7. Title 2 or 3 works that you have chosen to photocopy, paste them to a separate sheet of paper. List the title and any other information you find in the credit line.

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8. From your research is this artist a person you would like to meet? Why or why not?

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9. Bibliography-- Use the proper form learned in English class. You need at least 2 sources. You may use only one Internet source. Some artists do not have a book dedicated only to that one person. Some times they are grouped together with other artists.

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## Art Report

Due: \_\_\_\_\_

Everyone in the \_\_\_\_\_th Grade Art Cycle is required to write an art report on a specific artist, which you will pick in school. The following is a brief outline of what should be included in your art report.

- ❖ Students please have you paper neatly written or if possible typed.
- ❖ The report should be at least two pages long if it's double spaced (one page if single spaced).
- ❖ It should have a front cover on which should be the name of the artist and you name – don't forget!
- ❖ Please be creative as possible with your front cover. You can use copies of the artist's artwork or maybe it could be your creation. Be inventive! This is art class.
- ❖ Please include a bibliography – list of all sources you have used for your research. You must use at least two different sources. Please use the citation sheet you are given by the librarian.
- ❖ Please include examples of the artist's work. You can copy them from a book with a copy machine or if you have access to a computer, you can take them directly from the computer. A minimum of two examples are required.
- ❖ Your report must include artist's name, where he/she was born and raised, where they went to school, what their family life was like, friends and hobbies and interests while growing up.
- ❖ Artist's medium – what kind of artwork did they do – painting, sculpture, printmaking, drawing etc. – what style did they work in – abstract, expressionism, realism, surrealism, fauvism, pop art etc.
- ❖ Famous pieces for which artist is known
- ❖ Describe in detail the two examples of their artwork which you have included and tell me also what you like about them and what you think the meaning or purpose is of the artworks you have chosen.
- ❖ The period of time that the work was done in – that is what period in history and how did this affect the artist's work.
- ❖ In conclusion, please include what you like about this artist and what they have taught you about art.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Building Aesthetic Judgment / Art Criticism Levels  
Study Sheet**

**Level 1- Description**

Artist name: \_\_\_\_\_

Title of artwork: \_\_\_\_\_

Other information found on the credit line

Briefly describe the artwork. What do you see?

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**Level 2- Analysis**

In your opinion, what art elements are emphasized?

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In your opinion, what principle(s) of design play an important part in the work?

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**Level 3- Interpretation**

Give two examples of how the artist uses an art element or design principle to add emotion, mood, or meaning to the work. In your opinion, what is the artist trying to say to viewers of this work

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**Level 4- Evaluation**

Give two reasons why you like or dislike the work.

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If you could change one thing about the work, what would it be?

Why?

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### STUDENT CRITIQUE

Art project assigned: Essential Elements addressed:
List the art elements used in this work:
List the design principles used in this work:
Tell how this work shows good craftsmanship:
Check all statements which are correct: <input type="checkbox"/> I listened while art terms were discussed. <input type="checkbox"/> I used the art elements and design principles discussed in my work. <input type="checkbox"/> I followed directions given for this assignment. <input type="checkbox"/> I enjoyed this project.
Next time I would ...

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

**STUDENT CRITIQUE**

**TEACHER CRITIQUE**

Art project assigned: Essential Elements addressed:	
List the art elements used in this work:	Use of art elements in work and critique:
List the design principles used in this work:	Use of design principles in work and critique:
Tell how this work shows good craftsmanship:	Appropriate use of media, tools, and technique:
Check all statements which are correct: ____ I listened while art terms were discussed. ____ I used the art elements and design principles discussed in my work. ____ I followed directions given for this assignment. ____ I enjoyed this project.	Increasing understanding of art culture, heritage/better able to critique own work.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Meet the Artist - Report Sheet - Grade 8

Directions: This is your rough draft copy. Research the life and works of the assigned artist and answer the questions listed. Use additional paper to record extra information, if needed. Choose an art work by the artist to use for your art criticism and make a photocopy of it; answer the questions on the Art Criticism Sheet pertaining to the art work. For the final copy you must design a cover, put the information you researched into **paragraph form**, the **biography as well as the art criticism**, include **3 pictures** of work by the artist, a **bibliography**, and your rough draft copies at the end.

1. Artist name: \_\_\_\_\_

2. Date of birth: \_\_\_\_\_ Date of death: \_\_\_\_\_

3. Place of birth: \_\_\_\_\_

4. Briefly describe two world events that occurred while this artist was alive?

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5. Describe two events in the artist's life that had an important influence on his or her art.

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6. How would you describe the main characteristics of the artist's work? Does his style have a name? (Example: Impressionism, Cubism, Surrealism, Realistic)

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7. Title the three works that you have chosen to photocopy, paste them to a separate sheet of paper. Select one of the three for your art criticism.

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8. From your research is this artist a person you would like to meet? Why or why not?

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9. **Bibliography**-- Use the proper form learned in English class. You need at least 3 sources. You may use only one Internet source. Some artists do not have a book dedicated only to that one person. Some times they are grouped together with other artists.

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## 8<sup>th</sup> Grade Vocabulary Words

### Drawing Vocabulary Words

1. Tones – varying amounts of pressure in a pencil drawing
2. Perspective – shows distance in a painting or drawing
3. stippling – a series of dots used for tones or texture
4. hatching – diagonal lines parallel to each other to show tones and textures
5. cross-hatching – crossed diagonal lines parallel to each other to show tones and textures
6. art criticism – critiquing an art work by analysis, description, interpretation and your opinion
7. implied lines – lines not drawn but suggested
8. composition – an arrangement of ideas for a work of art
9. study – a drawn picture showing a lot of detail
10. value scale – a scale that shows the lightness and darkness of color
11. Art Elements – lines, colors, value, shape, form, space and texture
12. Design Principals – unity, balance, variety, repetition, emphasis, movement and proportion

### Color/Painting Vocabulary Words

1. hue – another name for a color
2. tint – when white is added to a color
3. intensity – the dullness and brightness of a color
4. complementary – colors that are directly across from each other on the color wheel
5. intermediate – colors that have more of one primary color than the other
6. analogous – colors that are related
7. List the primary colors: red, yellow, and blue
8. List the secondary colors: green, violet, and orange
9. List the intermediate colors: yellow-orange, yellow-green, red-orange, red-violet, blue-green, and blue-violet
10. List each primary color and its complementary color:  
Red-----green  
Yellow-----violet  
Blue-----orange

### **Ceramic and Fiber Vocabulary Words**

1. kiln – the oven clay is fired in
2. coil – a clay snake-like hand building technique
3. pinch – a hand-building technique used to create pinch pots
4. slab – a hand-building technique used to create pinch pots
5. scoring clay – the joining of two pieces of clay
6. sculpture – artwork that is three dimensional
7. glaze – chemical substance applied to a clay surface to produce a glass like surface
8. green ware – clay objects that have been air dried but not put into the kiln
9. bisque – clay objects that have been put into the kiln one time but have not been glazed
10. warp – the vertical strings on a loom
11. weft – the horizontal strings on a loom

**8<sup>th</sup> Grade Art Exam**

Each answer is worth 2 points. Write the correct letter(s) for the answer on your answer sheet. Do not write on this worksheet.

1. A carefully drawn picture showing as much detail as possible is called a \_\_\_\_\_.
  - a. composition
  - b. shade
  - c. study
2. When you use varying amounts of pressure in a pencil drawing, you produce different \_\_\_\_\_.
  - a. shades
  - b. tones
  - c. renderings
3. A \_\_\_\_\_ scale shows different degrees of lightness and darkness of color.
  - a. color
  - b. value
  - c. tonal
4. The use of \_\_\_\_\_ shows distance in a painting or drawing.
  - a. perspective
  - b. proportion
  - c. drawing
5. When you add white to a color, you make a \_\_\_\_\_.
  - a. shade
  - b. tone
  - c. tint



6. Another name for color is a \_\_\_\_.
- hue
  - value
  - intensity
7. When you add black to a color, it becomes a \_\_\_\_.
- tone
  - tint
  - shade
8. Whenever you mix colors, you change their \_\_\_\_.
- shade
  - intensity
  - intermediate
9. Colors that have more of one primary color in it than another are called \_\_\_\_ colors.
- primary
  - secondary
  - intermediate
10. \_\_\_\_ colors are found directly across from each other on a color wheel.
- intermediate
  - analogous
  - complementary
11. \_\_\_\_ colors are related.
- intermediate
  - analogous
  - complementary

12. Name three drawing techniques used to show tones and textures.

- a. blending, cross-hatching, sketching
- b. sketching, stippling, blending
- c. stippling, blending, cross-hatching

13. Analysis, description, interpretation and opinion are the levels of \_\_\_\_\_.

- a. art elements
- b. art criticism
- c. principles of art

14. Lines suggested to the human eye that is created by edges, cracks, and other images are called \_\_\_\_\_ lines.

- a. implied
- b. straight
- c. sketch

15. An arrangement of ideas for a work of art is a \_\_\_\_\_.

- a. composition
- b. still life
- c. study

16. Clay is fired in a \_\_\_\_\_.

- a. oven
- b. kiln
- c. slab

17. Name two techniques for hand building clay pots or sculptures.

- a. slab and coil
- b. coil and post
- c. pinch pot and post

18. \_\_\_\_\_ is when you join two pieces of clay together.

- a. post
- b. slab
- c. scoring

19. \_\_\_\_\_ is art which is not flat, but 3-D.

- a. ceramics
- b. clay
- c. sculpture

20. Chemicals applied to a clay surface for color and to produce a glass like surface are:

- a. paints
- b. pastels
- c. glaze

21. Clay objects that have been air dried but not yet fired are called \_\_\_\_\_.

- a. bisque
- b. green ware
- c. sculptures

22. Clay that has been fired one time is called \_\_\_\_\_.

- a. bisque
- b. green ware
- c. sculptures

23. The vertical strings on a loom are called the \_\_\_\_\_.

- a. warp
- b. weft
- c. loom

24. The horizontal strings on a loom are called the \_\_\_\_\_.

- a. warp
- b. weft
- c. loom

25. Name two pieces of equipment associated with printmaking.

- a. printing press and ink
- b. paper and pen
- c. ink and paper

26. Line, colors, value, shape, form, space and texture are the \_\_\_\_\_.

- a. art criticism
- b. art elements
- c. art principles

27. Unity, balance, variety, repetition, emphasis, movement and proportion are the \_\_\_\_\_.

- a. art criticism
- b. art elements
- c. art principles

28. Choose the secondary colors.

- a. green, yellow, blue
- b. red, orange, violet
- c. green, violet, orange

29. Choose the primary colors.

- a. red, orange, yellow
- b. red, blue, yellow
- c. blue, green, yellow

30. What is the complementary color of red?

- a. violet
- b. orange
- c. green

31. What is the complementary color of blue?

- a. violet
- b. orange
- c. green

32. What is the complementary color of yellow?

- a. violet
- b. orange
- c. green