

	<b><u>CURRICULUM</u></b> <i>End Product of Learning, “What” You Teach</i>			<b><u>INSTRUCTION</u></b> <i>Means to the End Product, “How” You Teach</i>	<b><u>ASSESSMENT</u></b> <i>Validation to Revise Curriculum &amp; Instruction</i>
TIME FRAME [By Date/Week/ Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
	<p>25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. Rules of perspective as used in paintings with cityscapes.</p> <p>25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. Elements and principles of art as applied to painting from observation.</p> <p>26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. Artists use technology to produce art including the use of an overhead projector for enlarging an image</p> <p>26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.</p> <p>27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to</p>	<p>What techniques are important to create a successful drawing. and painting?</p> <p>Create illusion of three dimensional form .</p> <p>What tools and methods help an artist create a work of art in the studio?</p> <p>How artists create illusions that challenge the viewer?</p> <p>What and how does technology expand the artist’s creative</p>	<p>Drawing and painting as communicating concepts. Create illusion of depth.</p> <p>Use shading and two point perspective .</p> <p>Use tools and techniques to create a composition. Drawing from observation.</p> <p>Painting using a step by step approach including technology for the planned outcome.</p> <p>Idea and content development.</p>	<p>Review elements and principles as applied throughout first through seventh grade.</p> <p>Demonstration and practice of two point perspective.</p> <p>Review shading techniques.</p> <p>Observe artists at work through videos and DVDs</p> <p>Observe and discuss artists work.</p>	Rubrics

Course/Subject: Art		CURRICULUM MAP			Grade: 8
	<p>the world of work. 27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment. 27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.</p>	<p>possibilities.</p> <p>Commercial arts and art related careers. Relate comic strips with Pop Art movement.</p> <p>How art reflects society and culture.</p>	<p>Render a comic cel .</p> <p>Enlarge the drawing and paint the comic in the style of Roy Lichtenstien.</p> <p>Create a three color subtractive print reframing the comic cel</p>	<p>See film on Pop Art movement in America as it reflects the 1950's.</p>	