DVUSD Visual Arts Objectives

Eighth Grade

**Media, Techniques and Processes**

1. Works with planalinear forms to construct a 3-dimensional sculpture (e.g. clay slab plate, cardboard structure, foam core relief)

2. Uses value (i.e. light and shadow) to develop drawing skills more fully

3. Uses a wide variety of drawing materials to create a work of art. (e.g. graphite pencil, colored pencil, chalk pastel, charcoal)

4. Creates positive and negative space using a 2-dimensional art material (e.g. contrasto paper, construction paper, tempera paint)

5. Chooses appropriate drawing materials and tools to show space (e.g. atmospheric perspective, 1- point perspective, and 2-point perspective) in a non-representational or representational drawing

6. Understands the appropriate use of art media (e.g. paint, collage, technology, chalk, printmaking) to communicate an idea effectively (e.g. famous quote, poem illustration, poster concept)

7. Uses the computer as a medium to develop a work of art.

8. Begins to use of an artist sketchbook or folder for class notes, brainstorming ideas, thumbnail sketches and drawing assignments

9. Assumes personal responsibility for cleaning workspace

**Elements and Principles**

1. Employs texture, space, balance, and form to create a sculpture

2. Uses line, shape, color, value, contrast, balance, rhythm, and unity to create a colored pencildesign

3. Uses value (e.g. scratchboard, ebony pencil, charcoal)

4. Uses contrast, balance, and space (i.e. positive and negative) to create an Op Art inspired design

(e.g. Contrasto paper, construction paper, glass etching)

5. Uses perspective (e.g. atmospheric, 1-point perspective, 2-point perspective) to show space in a representational work of art

6. Recognizes spatial relationships, contrast, scale, and movement used in Surrealistic art (e.g. Salvador Dali, Max Ernst, Hieronymus Bosh)

**Content**

1. Plans and executes a work of art based on personal symbols and expression

2. Uses a quote from a known person in history, creates a work of art that illustrates the quote and inspires others to think positively

3. Expresses individual ideas, feelings and moods through sketchbook of preparatory drawings artwork

4. Uses the computer as a resource to create an artwork (e.g. self-portraits, personal logos and original composition

**History and Cultures**

1. Discusses two periods of: “Surrealism and Pop Art”

2. Discusses the use of perspective drawing in art

3. Examines the uses and changes of perspective by artists and architects throughout the years

4. Compares and contrasts the works of two or more artists within the period studied

5. Learns and applies the techniques of 2-point perspective by creating an architectural rendering or fantasy drawing using 2-point perspective

6. Views and discusses masterpiece reproductions: Salvador Dali, Rene Magritte, Andy Warhol,

Claes Oldenburg

**Evaluation**

1. Analyzes and describes the value of perspective as an artists’ tool for effective communication

2. Participates in a group critique about the success of their own and others’ art work

3. Interprets a work of art by questioning what story, feeling or concept the work conveys

4. Keeps a portfolio or sketch book of rough sketches, drafts and final work to reflect on the process and evolution of their work

5. Discusses the purpose and intent of an artist’s work relative to culture, time and history

**Connections**

1. Recognizes the changing roles of the artists through history and the emerging careers in contemporary culture (e.g. computer designers, food and fashion stylists, film images and industrial and set design

2. Compares and contrasts art styles and the effect of historical time periods and events (e.g.

Surrealism, Impressionism, Expressionism, Pop Art, Abstract Expressionism and Installation Art)

3. Applies the visual image with written composition (e.g. quotes and inspiration posters, literary magazines, advanced project presentations

4. Recognizes and connects the important type designs, logos, symbols and graphic designs in contemporary visual culture

**Aesthetic Appreciation**

1. Recognizes that many careers include artistic skills (e.g. the media, architecture, graphic design, advertising, the fashion industry)

2. Believes art plays a role in his or her life

3. Enjoys reading and finding commonalities between famous works of art and their personal art

4. Appreciates that art can be an important and useful way to communicate ideas

5. Respects and appreciates art created by both peers and people of other eras and cultures

6. Believes artistic effort is a valuable tool to improve artistic growth