



Course Title:	Visual Arts
Head of Department:	Farah Omar
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Cycle/Division:	Middle School
Grade Level:	8
Credit Unit:	
Duration:	1 Year/2 Semester: 1 period per week

Department's Vision:	<i>To create leaders in a world that requires a unique combination of creativity, conceptual abilities and technical skills while contributing to the quality of artistic and creative life regionally, nationally and globally.</i>
Department's Mission:	<i>Enrich the lives of students by providing opportunities to actively engage in visual art activities using a variety of approaches to develop both creativity and critical thinking skills: integrate their artistic experiences with other academic subjects and different cultures, improve communication and problem solving skills, and learn craftsmanship and teamwork through sustained effort.</i>

COURSE DESCRIPTION:

The Visual Art program is designed to give students the opportunity to gain confidence in producing art, to reinforce artistic skills and to produce how art can be a great way for self-expression. In 8th grade the concepts of the art elements and the principles of design are studied throughout the year. Students also focus on art history, appreciation, production, and criticism. Subjects of study include color, cultural dimensions and contributions, pop art, optical illusion, collage, abstract and perspective Drawing. Throughout year each student

obtain knowledge through vocabulary, artists, history, processes, and multiple other methods depending on units.

GENERAL COURSE LEARNING OBJECTIVES:

- Use creative processes and language of art to communicate through a variety of media and techniques.
- Use observations and experiences, both spontaneously and deliberately to plan and create art.
- Understand and use the language of art, the elements of art and principles of design.
- Apply visual awareness to the creative process.
- Create art that reflects personal observation and experience.
- Develop skills and craftsmanship with materials and purposefully experiment techniques to produce a range of artwork.
- Understand historical and cultural context and how art has shaped and preserved history and culture.
- Recognize that all cultures produce art and that art transcends time.
- Learn how art has influenced, defined history, and culture and identify and compare them in cultural celebrations.
- Using the language of art, students critically analyze, derive meaning from and evaluate artwork.
- Use the senses to make observations about works of art and use basic concepts and vocabulary when making observations.
- Use basic concepts and art vocabulary to interpret and communicate ideas and feelings about artworks.

I.

STANDARDS/BENCHMARKS:

Michigan Standards and Benchmarks for Visual Arts

❖ PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

Benchmark:

ART.VA.I.8.1 Apply understanding of the varying qualities of materials, techniques, media technology, and processes to the selection of appropriate tools and media to design and solve creative problems and achieve desired artistic effects.

ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly

ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems.

ART.VA.I.8.4 Effectively use reflective thinking skills to observe, analyze, and critically evaluate works of art for the purpose of improving technical quality

ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique

❖ CREATE

Standard 2: Apply skills and knowledge to create in the arts.

Benchmark:

ART.VA.II.8.1 Effectively identifies, design, and solve creative problems.

ART.VA.II.8.2 Effectively develop and apply critical thinking strategies through the art making process.

ART.VA.II.8.3 Effectively collaborate, communicate, and work with others to create new ideas

ART.VA.II.8.4 Independently initiate new ideas employing inventiveness and innovation.

ART.VA.II.8.5 Consistently demonstrates reflective thinking practices when identifying, designing, and solving creative problems.

ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning.

❖ ANALYZE

Standard 3: Analyze, describe, and evaluate works of art

Benchmark:

ART.VA.III.8.1 Critically observe, describe, and analyze visual characteristics within works of art.

ART.VA.III.8.3 Effectively describes how the artist's choice of materials, techniques, media technology, and processes influence the viewer.

ART.VA.III.8.4 Effectively use critical thinking strategies to observe, compare, and contrast

❖ **ANALYZE IN CONTEXT**

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.VA.IV. 8.1 Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures

ART.VA.IV.8.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication

ART.VA.IV.8.3 Effectively decode and interpret artwork to discern between prejudice and tolerance, bias and fact

❖ **ANALYZE AND MAKE CONNECTIONS**

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Benchmark:

ART.VA.V.8.2 Effectively recognizes and describes the skills used in visual arts careers.

ART.VA.V.8.4 Effectively demonstrates an understanding of their place in the visual world and develop an appreciation of how they are part of a global society.

ART.VA.V. 8.5 Effectively analyze and describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts

RESOURCES:

List of Supplies

<p>Drawing Consumables</p> <ul style="list-style-type: none"> • Range of drawing pencils – HB, 2B, 4B, 6B Charcoal • Assorted colored markers • Black permanent markers (e.g. Sharpie) Pencil 	<p>Paper</p> <ul style="list-style-type: none"> • Sketch book • Tissue Paper • Newsprint • Assorted construction paper • Watercolor paper
<p>Painting Consumables</p> <ul style="list-style-type: none"> • Watercolor sets – 8 colors minimum. • Tempera paint (e.g. red, yellow, blue, green, black, white, etc.) • Acrylic paints 	<p>Painting Tools</p> <ul style="list-style-type: none"> • Watercolor brushes in 2-3 sizes • Hog hair brushes in various sizes • Containers for water • Containers for paint (muffin tins, egg cartons, paper plates, plastic trays, etc.)
<p>Sculpture Consumables</p> <ul style="list-style-type: none"> • Plaster of Paris • Modeling clay 	<p>General Tools</p> <ul style="list-style-type: none"> • Rulers (metric and standard) • Meter stick • Scissor • X-acto knives • Manual pencil sharpeners

<p>Technology</p> <ul style="list-style-type: none"> • Computer • Projector • Projection screen Smart board 	<p>General Consumables</p> <ul style="list-style-type: none"> • Felt • White glue • Glue sticks
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- Memory stick (class set)

- Tape: masking, scotch, packing, duct

Classroom Equipment:

- ✓ Access to running water and paper towels
- ✓ Paper cutter that can accommodate A4" paper
- ✓ Drying racks for paintings and prints
- ✓ Storage shelves for student work, paper and supplies
- ✓ Locked storage area for knives and other tools
- ✓ Ventilation appropriate for materials being used
- ✓ Access to computers for research and design assignments

COURSE OUTLINE:

Semester 1:

Topic #	Topic	Lesson(s)
1	Design Cover page	<ul style="list-style-type: none"> • Element of ART • Quotes
2	Face Drawing	<ul style="list-style-type: none"> • Proportion • Boy Face • Girl Face
	The false mirror	<ul style="list-style-type: none"> • Eye drawing and shading • Drawing reflection of a memory in eye
3	Art around the world	<ul style="list-style-type: none"> • Research • Drawing and painting
4	Pop Art	<ul style="list-style-type: none"> • Super hero logos • Onomatopoeia

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Semester 2:

Topic #	Topic	Lesson(s)
6	Environmental Drawing	<ul style="list-style-type: none"> Drawing & Painting on a social issue.
7	Optical Illusion	<ul style="list-style-type: none"> 3d Drawing
8	Animal ART	<ul style="list-style-type: none"> Collage
9	1. Point perspective	<ul style="list-style-type: none"> Architectural drawing
10	Word Art	<ul style="list-style-type: none"> Paul Klee Warm & Cool Color

III.

GRADING:

Grading Policy/ Assessment Tools:

- Formal and informal assessment
- Assessed on following Performance areas

- Creating design
- Presentation of work
- Group and individual performance
- Identify the tone, mood, and emotion conveyed in artwork

- Recognizing connections
- Improving drawing and painting skill
- Forming opinions through visual art
- Understanding Type Styles, Visuals and Graphics, and layout.

- **Quiz:**
 In each semester 1 Quiz will be given

Quizzes may consist of multiple-choice, short answers and drawings

Grade Distribution:

<u>Semester -1-</u>		<u>Semester -2-</u>	
<u>Assessment</u>	<u>Points/Weight</u>	<u>Assessment</u>	<u>Points/Weight</u>
Design Cover page	20	Environmental Drawing	20
Face drawing	10	Optical illusion	20
Eye Drawing and shading	10	Collage	20
The false mirror	10	1. Point perspective Drawing	10
Quiz	20	Quiz	20
Art around the world	20	Word Art	10
Pop Art	10		
Total	100	Total	100

Cross-Curricular Project(s):

- Art around the world: Integrated with social studies
- Environmental Drawing & Painting: Integrated with ECO club.
- Optical illusion: integrated with science.
- Word Art: Integrated with English