

Name of School:

Name of Course: Art 3D Grade 8

Instructor Information

Name: E-mail address:

School phone number:

Best times to be reached: 20 minutes before and after school

Course Description

Art 3D Grade 8 (M32995 M32896): This course explores important aspects of the visual arts in everyday life. It includes study and application of the Elements and Principles of Design, as well as the history of art. Emphasis is placed on realism, abstraction, and nonobjective three-dimensional design as they relate to styles of art. (Currently taught only at Sudlow)

Standard: Students will understand, produce, and value visual art.

Grade 8 Benchmarks:

- Analyze artwork by comparing and contrasting the elements and principles of design in selected works.
- Create increasingly complex original works of art reflecting creative choices and technical skill.
- Select and apply art media, techniques, and processes to communicate experiences and ideas.
- Determine that specific works of art and objects belong to particular cultures, times, and places.
- Compare and contrast the similarities and differences among the characteristics of artworks from various eras and cultures.
- Distinguish among multiple purposes for creating works of art.
- Discuss how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses.

Course Information:

Course Length: One term
Exploratory Course

Course Outline/Calendar

Units:

- Review the language of art; art elements and principles of design
- Explore realism, non-objective, abstraction
- Creative process, including exploration and development of techniques, use/control of medium, expression in meaning
- Reflect, rethink, revise, refine, and final self-evaluation

Text/Other Required Materials/Resources

Eldon Katter and Marilyn G. Stewart. *Art: A Global Pursuit*, Davis Publications, Inc., Worcester, Massachusetts, 2001.

Instructional Procedures & Support

- Direct instruction
- Guided discussion to develop ideas for artmaking
- Modeling of techniques
- Cooperative learning and collaboration
- Model aesthetic scanning and guide student scanning
- Guide critiquing of own work and that of others
- Graphic organizers, QAR, HOTS, KWL, Read Alouds, Think Alouds, Every Pupil Response, Brainstorming, and DCSD Literacy Initiative strategies
- Rigor and relevance
- High expectations
- Anchor artworks
- Support for completion of all assignments to meet deadlines: The Power of “I.” Students may redo assignments to achieve the expected level of performance
- Support to make-up work outside of class time

Classroom Management Procedures:

Students are expected to follow the teacher's class policies and procedures as posted in the room, as well as school rules as listed in the school handbook. Students are expected to comply with all classroom safety procedures.

Assessment Plan:

- Projects are assessed using rubrics with the following criteria—content, use of selected elements of art and principles of design, and technical skill/craftsmanship.
- Students may redo work by revising to raise grade: The Power of “I.”
- Grading follows the DCSD grading scale, as printed in the school planner and below.
- Teacher observation
- Classroom discussion
- Directed aesthetic scanning, critiquing, and discussion

Grading System:

The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 59 and below