ABSTRACT

Students in grade eight Visual Arts further personal skills to include greater details, realism, emotional and cultural impressions, and individuality in original works of art. The criteria necessary to respond to the aesthetic value of master works of art is developed through inquiry and collaboration. The study of art history includes innovations in technology, as well as the ideas, issues, and events reflected in visual art.

Adopted by the Somerville Board of Education on April 26, 2016
### Visual Arts – Grade 8

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 1-15</th>
<th>Days 16-30</th>
<th>Days 31-45</th>
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**Essential Question:**

- What factors may inspire an artist?
- In what ways do the elements of art and principles of design affect communication of an idea?
- What criteria can be used to critique art?

**Content:**
- The Aesthetic Value of Art
- The Communicative Properties of Art
- Art Appreciation and Critique

**Skills and Topics:**

- Discuss the attributes of an art form that contribute aesthetic value (e.g., form, function, craftsmanship, originality)
- Assess the application of compositional details in sample works of art
- Analyze the cultural and emotional effect of sample works of art
- Establish norms to apply in personal response to sample works of art (e.g., rubrics, surveys, open-ended writing prompts)
- Create personal works of art to exemplify aesthetic values
- Identify the historical and social impact of sample works of art
- Assess the changes in art due to events in history (e.g., the invention of the camera, the industrial revolution, the evolution of technique and media)
- Assimilate the elements of art and principles of design in original works of art using personally-chosen subjects
- Employ a scoring rubric to assess personal and sample works of art
- Implement a formulaic method to evaluate sample works of art (e.g., description, analysis, interpretation, judgment)
- Compare and contrast the social, historical, and artistic properties of sample works of art
- Incorporate critical analysis of sample works of art in personal response (e.g., journal entry, class discussion, digital communication, open-ended writing prompts)
- Create personal works of art to illustrate identified characteristics of social and historical merit

**Integration of Technology:**
- Internet, Web Quests, classroom computers, wireless laptop computers, SMART Boards, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities

**Formative Assessments:**
- Student participation, peer evaluation, sketchbook, work journal, sketchbook assignments, progress reports on projects, self- and peer analyses using scoring rubric

**Summative Assessments:**
- Quizzes, tests, written critiques

**Performance Assessments:**
- Projects, scoring rubric for self- and peer assessment
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### 21st Century Themes:
- ☒ Global Awareness
- ☐ Civic Literacy
- ☐ Financial, Economic, Business, and Entrepreneurial Literacy
- ☒ Health Literacy

### 21st Century Skills:
- ☒ Creativity and Innovation
- ☒ Media Literacy
- ☐ Critical Thinking and Problem Solving
- ☒ Life and Career Skills
- ☐ Information and Communication Technologies Literacy
- ☒ Communication and Collaboration
- ☑ Information Literacy

### Resources:
- Art books, art reproductions, magazines, newspapers, posters, films, videos, CDs

### Careers:
Applicable career options are discussed as they arise throughout the visual arts program. Career options include, but are not limited to, the following career clusters: Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Education and Training Career Cluster; Hospitality and Tourism Career Cluster.

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*2016 NJSLS:
- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
- N: Real Number System
- A: Algebra
- F: Functions
- G: Geometry
- S: Statistics and Probability
- MD: Measurement and Data