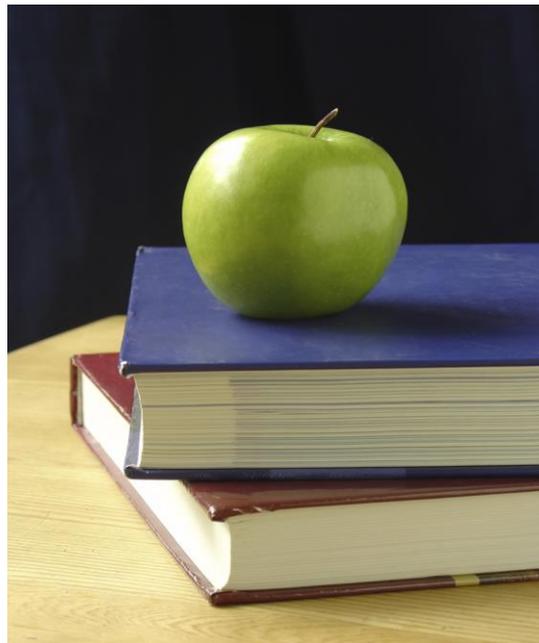




Wolcott Public Schools

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High School Curriculum Art Grades 6-8



Children are our Future...

Acknowledgements

Curriculum Writers: *Lee Kelsey*

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Student Learning and Teaching

Date of Presentation to the Board of Education: Sept. 10, 2015

Art

ART - TYRRELL MIDDLE SCHOOL

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Philosophy:

The Tyrrell Middle School Art Program encourages students to create, perform, and respond with understanding to visual arts. Students will develop in-depth skills in the visual arts, appreciate the importance of art in expressing the human experience, and be prepared to apply their artistic skills and knowledge in the future.

Course Description:

TMS Art provides a well-rounded art experience, and allows students to experiment with a variety of artistic tools and techniques. In addition to improving technical skills, students are also encouraged to express themselves in a way that adds importance to their work. There is a major focus on two-dimensional media, conceptual thinking, and art appreciation.

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GRADE 6

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Visual Arts Standards - Creating</p> <ul style="list-style-type: none"> • generate and conceptualize artistic ideas and work. • organize and develop artistic ideas and work. • refine and complete artistic work. <p>Presenting</p> <ul style="list-style-type: none"> • analyze, interpret, and select artistic work for presentation. • develop and refine artistic techniques and work for presentation. • convey meaning through the presentation of artistic work. <p>Common Core Standards - Mathematics - Geometry</p> <ul style="list-style-type: none"> • M.7.G.A.1 - solve problems involving scale drawings of geometric figures. • M.7.G.A.2 - draw geometric shapes with given conditions. • M.7.G.A.3 - describe the two-dimensional figures that result from slicing three-dimensional figures. 	<p>REALISTIC DRAWING</p> <ul style="list-style-type: none"> • drafting tools intro • right brain boot camp • animal skeleton drawing <p>additional options:</p> <p>FREEHAND CALLIGRAPHY</p> <ul style="list-style-type: none"> • lettering tools intro • dip pen calligraphy • Chinese brush painting <p>ABSTRACT PAINTING</p> <ul style="list-style-type: none"> • abstract art intro • ‘what’s it worth’ game • abstract acrylic painting 	<ul style="list-style-type: none"> • pre-test - draftsmanship challenges - ruler compass protractor three dimensional shapes • discussion / demonstration - techniques and efficiency • post-test - draftsmanship challenges • right brain drawing activities - claw (invisible) kabuki (memory) Picasso (upside-down) dead thing (blind) • animal skeleton sketch - scratchboard • animal skeleton final drawing - technical drawing pen 	<ul style="list-style-type: none"> • <i>Drawing on the Right Side of the Brain</i> by Betty Edwards • <i>stephenwiltshire.com</i>

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GRADE 7

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Visual Arts Standards - Creating</p> <ul style="list-style-type: none"> • generate and conceptualize artistic ideas and work. • organize and develop artistic ideas and work. • refine and complete artistic work. <p>Responding</p> <ul style="list-style-type: none"> • perceive and analyze artistic work. • interpret intent and meaning in artistic work. • apply criteria to evaluate artistic work. <p>Common Core Standards - Language Arts - Writing</p> <ul style="list-style-type: none"> • W.7.1 - write arguments to support claims with clear reasons and relevant evidence. • W.7.2 - write informative / explanatory texts to examine a topic and convey ideas, concepts, and information. • W.7.3 - write narratives to develop real or imagined experiences or events. 	<p>SURREALISTIC DRAWING</p> <ul style="list-style-type: none"> • Surrealism intro • class art critiques • symbolic drawing <p>additional options:</p> <p>PRODUCT DESIGN</p> <ul style="list-style-type: none"> • design intro • ideas and images • product prototype <p>STOP-MOTION ANIMATION</p> <ul style="list-style-type: none"> • animation intro • production team development • animated mini-movie creation 	<ul style="list-style-type: none"> • pre-test - written art critique • class critiques - verbal discussions • small group critiques - multiple interpretations • post-test - written art critique • brainstorm conceptual ideas and artistic statement • brainstorm representational and metaphorical imagery • symbolic drawing sketch • symbolic drawing final 	<ul style="list-style-type: none"> • <i>Art Critiquing Process</i> • <i>renemagritte.org</i>

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GRADE 8

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Visual Arts Standards - Creating</p> <ul style="list-style-type: none"> • generate and conceptualize artistic ideas and work. • organize and develop artistic ideas and work. • refine and complete artistic work. <p>Connecting</p> <ul style="list-style-type: none"> • relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. • synthesize and relate knowledge and personal experiences to make art. <p>Common Core Standards - Language Arts - Writing</p> <ul style="list-style-type: none"> • W.8.1 - write arguments to support claims with clear reasons and relevant evidence. • W.8.2 - write informative / explanatory texts to examine a topic and convey ideas, concepts, and information. • W.8.3 - write narratives to develop real or imagined experiences or events. 	<p>CHUCK CLOSE SELF-PORTRAIT</p> <ul style="list-style-type: none"> • Chuck Close intro • self-portrait photography • grid transfer drawing / etc. <p>additional options:</p> <p>PLASTER CAST SCULPTURE</p> <ul style="list-style-type: none"> • cast / mold intro • personal tattoo art • plaster cast of hand <p>BASIC CERAMICS</p> <ul style="list-style-type: none"> • ceramics intro • handbuilding work • finishing / firing / glazing 	<ul style="list-style-type: none"> • written assignment - 'dedication and determination' • self-portrait photography • grid transfer drawing • color value study • self-portrait final 	<ul style="list-style-type: none"> • <i>Chuck Close: Close Up</i> • <i>chuckclose.coe.uh.edu</i>

ART - TYRRELL MIDDLE SCHOOL

Pacing Guide

	GRADE 6	GRADE 7	GRADE 8
1	FIRST DAY - 'CLAW' DRAWING (INVISIBLE) RIGHT BRAIN STUFF - ✓ REAL VS. SYMBOLS ✓ FOCUSED LOOKING! ✓ HAND-EYE COORDINATION	FIRST DAY - PRE TEST - ART CRITIQUE * ART CRITIQUE	FIRST DAY - CHUCK CLOSE - LIFE AND ART CHUCK CLOSE - VIDEOS / ART 'DEDICATION AND DETERMINATION' *
2	'KABUKI' DRAWING (MEMORY) *	ART CRITIQUE	GRID PAPER - NAME AND LABEL VALUE SCALE RUBRIC - CHUCK CLOSE PORTRAIT - PROJECT * SHOW EXEMPLARS
3	'NOTHING' DRAWING (UPSIDE DOWN) *	ART CRITIQUE SMALL GROUP ACTIVITY	CHUCK CLOSE PORTRAIT PHOTO DAY - EXPRESSIVE SELF-PORTRAIT
4	'DEAD THING' DRAWING (BLIND) *	POST TEST - ART CRITIQUE * RUBRIC - SURREALISM STUDY - PROJECT * SHOW EXEMPLARS	CHUCK CLOSE PORTRAIT ATTACH PHOTO TO GRID SKETCH
5	SKELETAL SKETCH LAB - REFERENCE PHOTOS RUBRIC - SKELETAL SKETCH - PROJECT * SHOW EXEMPLARS	SURREALISM STUDY BRAINSTORM - IDEAS	CHUCK CLOSE PORTRAIT SKETCH
6	DRAFTSMANSHIP PRE TEST - DRAFTSMANSHIP * DEMO AND PRACTICE	SURREALISM STUDY BRAINSTORM - IMAGERY	CHUCK CLOSE PORTRAIT SKETCH
7	DRAFTSMANSHIP POST TEST - DRAFTSMANSHIP *	SURREALISM STUDY LAB - REFERENCE PHOTOS	CHUCK CLOSE PORTRAIT SKETCH
8	SKELETAL SKETCH SCRATCHBOARD SKETCH	SURREALISM STUDY SKETCH	CHUCK CLOSE PORTRAIT SKETCH
9	SKELETAL SKETCH SCRATCHBOARD SKETCH	SURREALISM STUDY SKETCH	CHUCK CLOSE PORTRAIT SKETCH
10	SKELETAL SKETCH DEMO - TECHNICAL DRAWING PENS FINAL	SURREALISM STUDY SKETCH	CHUCK CLOSE PORTRAIT FINAL
11	SKELETAL SKETCH FINAL	SURREALISM STUDY SKETCH	CHUCK CLOSE PORTRAIT FINAL
12	SKELETAL SKETCH FINAL	SURREALISM STUDY FINAL	CHUCK CLOSE PORTRAIT FINAL
13	SKELETAL SKETCH FINAL	SURREALISM STUDY FINAL	CHUCK CLOSE PORTRAIT FINAL
14	SKELETAL SKETCH FINAL DUE	SURREALISM STUDY FINAL DUE	CHUCK CLOSE PORTRAIT FINAL DUE
15	RETURN PROJECTS PRE TEST - ART CRITIQUE	RETURN PROJECTS	RETURN PROJECTS

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Essential Questions

1. What are some activities that 'right brain' excels at?
2. How can you train yourself to be better at drawing?
3. Who is Stephen Wiltshire and why is he important?
4. What is the purpose of creating Art? Why do it?
5. How do you interpret Art? Why do you interpret Art?
6. Who is Rene Magritte and why is he important?
7. What are the elements and principles of art/design?
8. How does Art relate to other subjects and skills?
9. Who is Chuck Close and why is he important?

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Skills Objectives

Students will be able to:

- Identify and draw 2-D and 3-D shapes including cube, cylinder, and cone.
- Work efficiently with drafting tools including ruler, compass, and protractor.
- Access right brain mode of learning for improved focus and attention to detail.
- Render objects accurately and realistically through direct observation.
- Recognize various styles and movements of Art throughout history.
- Link various artists to their collection of work and artistic style, respectively.
- Describe, analyze, interpret, and judge a work of art using the critiquing process.
- Integrate significant, meaningful ideas into their art, using strong imagery.
- Express important, personal thoughts by creating self-reflective artwork.
- Utilize precision drawing techniques, like the grid transfer system.
- Experiment with knowledge of elements and principles of art and design.
- Connect Art to other core subjects in an effort to build artistic skills.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]