

# Mullica Township School District



## Visual Arts Curriculum Grade 8

Board approval: 11/28/2018

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<b>Unit/Chapter Title:</b> Unit 1 Shape <b>Course/Grade:</b> Visual Art Grade 8 <b>Interdisciplinary Connection:</b> Language Arts	<b>Unit Length:</b> 2 weeks
<b><u>Unit Overview:</u></b>  In this unit, students will learn how to use highlights and shadows to express a mood or tone. Students will learn how to draw in 1point perspective and apply it to a work of art. Students will be able to critique their classmate’s craftsmanship through their work of art.	

**New Jersey Student Learning Standards**

**Visual and Performing Arts Student Learning Standards:**

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

**Cumulative Progress Indicators**

**1.3.8.D.1** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

**1.3.8.D.2** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

**1.4.8.A.7** Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

**21<sup>st</sup> Century Life and Careers Standards**

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1.. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Technology Integration NJSL 8**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)

**Interdisciplinary Connections:**

**English Language Arts Student Standards:**

- W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Essential Questions/Enduring Understandings**

**Essential Questions:**

- How does lighting affect a work of art?
- What is perspective? How is it used?

**Enduring Understandings**

- Light can set a mood or tone in a work of art through the use of light and dark.
- Perspective is the angle at which you view something. Different perspectives can be used to add detail, realism and interest to your work. Are you small and looking up or are you tall and looking down? Is a building tall from the ground or are you a bird flying above?
- Light can set a mood or tone in a work of art through the use of light and dark.

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

- Perspective is the angle at which you view something. Different perspectives can be used to add detail, realism and interest to your work. Are you small and looking up or are you tall and looking down? Is a building tall from the ground or are you a bird flying above?

<b>Instructional Strategies/Activities</b>  <b>How will the students reach the learning targets?</b>	<b>Modifications/Extensions</b>  <b>How do I differentiate?</b>	<b>Assessments</b>  <b>How will the students demonstrate mastery?</b>	<b>Resources/Technology</b>  <b>What resources and materials will students need?</b>
<p>Students will respond to a posted Do Now question based on the lesson on the elements of art and principles of design. Then students will discuss it with a classmate using Turn and Talk strategy</p> <p>Teacher demonstration and class discussion on 1-point perspective and different lighting situations.</p> <p>Students will draw a set of books in 1-point perspective and write a few story telling sentences that describe their</p>	<p><b>Modifications</b>  <b>IEP:</b>            Assist students one-on-one when necessary.            Pair student with another who is capable of assisting            Allow extra time to complete            Limit choices            Modify amount of work            Provide outlines and skeleton notes  <b>504:</b>            Extended time for completing tasks            Accommodations to physical requirements</p>	<p><b>Formative:</b>            Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p><b>Summative:</b>            See performance tasks (Appendix A)            See Still Life and Gallery Critique (Appendix B)</p> <p><b>Alternative Assessments:</b>            Project 1: Letter sculpture            Project 2: Weaving</p> <p><b>Benchmark Assessment:</b>            Art portfolio, SGO</p>	<p>Perspective Example Light Chart            Exemplar            Rubric</p> <p><b>Materials:</b>            Paper            Pencil            Ruler            18x24 Drawing Paper            Colored Pencils</p>

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<p>perspective (birds eye view, ants view, etc).</p> <p>Students will explain the proper use of materials before beginning their project.</p> <p>Students will create a still life and draw from observation. Drawings should be in 1-point perspective and show dramatic lighting.</p> <p>Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.</p>	<p>Allow for movement and use multiple modalities while teaching</p> <p><b>At-risk:</b>  Extended time for completing tasks  Pair student with another who is capable of assisting  Questions read aloud  Limit choices  Modify amount of work  Provide outlines and skeleton notes.</p> <p><b>ELL:</b>  Pair verbal with visual Allow / encourage use of Google Translator</p> <p><b>Gifted &amp; Talented:</b>  Allow choice whenever possible  Provide opportunity for extension activities including research, digital presentations, and 3D design</p>		
--	---	--	--

**Mullica Township Schools  
Visual Arts Curriculum  
Grade 8**

**Appendix A: Performance Task/s (Interdisciplinary Connections)**

**Art, Writing**

Pretend you are writing a children's book and your perspective drawing is an illustration in the book. Write a few descriptive sentences that tell a story that describe the perspective in the drawing.

Ex: The troll was wondering through the library forest and came across a stack of books that were as tall as a building!

NJSLS ELA: W.8.3d

**Appendix B: Summative Assessment: Unit 1**

**NJSLS CPI's: 1.3.8.D.1, 1.3.8.D.2, 1.4.8.A.7**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

**NJSLS ELA- W.8.2d, W.8.3d, SL.8.1**

**21<sup>st</sup> Century Life and Careers Standards**

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**Introduction:**

You are an artist that is asked to visually communicate how a bird or insect may view objects in real life to a group of students. You will use a 1 point perspective and shadows and highlights in your drawing.

**Task Part 1:**

Create a still life and draw it from observation in 1-point perspective. Add dramatic lighting by drawing shadows and highlights.

**Procedure:**

- Set up still life objects on the table consisting of at least 3 objects
- Sit at the angle you wish to draw in
- Begin drawing filling the entire paper for an interesting composition -Add shadows and highlights

**Task Part 2:**



**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

Critique a classmate's work of art by providing positive feedback and constructive criticism using the rubric below. Follow the class rules in providing feedback. Did the artist draw an accurate perspective? Explain your answer.

**Materials:**

18x24 Drawing Paper

Pencil

Colored Pencils

Ruler

**Resources:**

Perspective Example

Light Chart

Exemplar

Rubric

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<b>Unit/Chapter Title:</b> Unit 2 /Value	<b>Unit Length:</b> 2 weeks
<b>Course/Grade:</b> Visual Art Grade 8	
<b>Interdisciplinary Connection:</b> Language Arts	

**Unit Overview:**

In this unit, students will learn how to use different drawing techniques and apply them to shading. Students will create a work of art that demonstrates their understanding of value by using a drawing technique. Students will be able to critique their classmate's craftsmanship through their work of art.

**New Jersey Student Learning Standards**

**Visual and Performing Arts Student Learning Standards:**

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Cumulative Progress Indicators**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

**1.3.8.D.1** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

**1.3.8.D.2** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

**1.3.8.D.5** Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

**1.4.8.A.3** Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

**1.4.8.A.7** Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

**1.4.8.B.1** Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

**21<sup>st</sup> Century Life and Careers Standards**

- 9.1.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.B.2 Create and respond to a feedback loop when problem solving.
- 9.1.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

CRP6. Demonstrate creativity and innovation.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Technology Integration NJSL 8**

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)

**Interdisciplinary Connections:**

**English Language Arts Standards:**

- W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Essential Questions/Enduring Understandings**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

**Essential Questions**

- What are some different drawing techniques and how do you apply them to shading?
- How is value used in a work of art?

**Enduring Understandings**

- Some popular drawing techniques used are cross-hatching, blending, stippling, rendering, and cross contour.

When an artist is working on a 2D work of art, such as a painting or drawing, they need to rely on illusion. Value adds realism.

Generally, lighter values appear to be “closer” to the viewer, and darker values tend to “recede” from the viewer. All of these characteristics of value help the artist create illusions of space in two-dimensional works of art. Values can be different on different types of surfaces.

- Some popular drawing techniques used are cross-hatching, blending, stippling, rendering, and cross contour.
- When an artist is working on a 2D work of art, such as a painting or drawing, they need to rely on illusion. Value adds realism. Generally, lighter values appear to be “closer” to the viewer, and darker values tend to “recede” from the viewer. All of these characteristics of value help the artist create illusions of space in two-dimensional works of art. Values can be different on different types of surfaces.

<b>Instructional Strategies/Activities</b>	<b>Modifications/Extensions</b>	<b>Assessments</b>	<b>Resources/Technology</b>
(How will the students reach the learning targets?)	(How do I differentiate?)	(How will the students demonstrate mastery?)	(What resources and materials will students need?)

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<p>Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.</p> <p>Teacher will provide examples of drawing techniques and a value chart. Students will discuss as a class drawing techniques and value.</p> <p>With a partner, students will write down the drawing technique used by Seurat, Durer, Tenniel and Escher via Power Point presentation followed by a class discussion.</p> <p>Students will choose 1 drawing technique they wish to use for their final project. Students will draw a value chart and use the drawing technique to create different values.</p> <p>Students will explain the proper use of materials before beginning their project.</p>	<p><b>Modifications</b></p> <p><b>IEP:</b>          Assist students one-on-one when necessary.          Pair student with another who is capable of assisting          Allow extra time to complete          Limit choices          Modify amount of work          Provide outlines and skeleton notes</p> <p><b>504:</b>          Extended time for completing tasks          Accommodations to physical requirements          Allow for movement and use multiple modalities while teaching</p> <p><b>At-risk:</b>          Extended time for completing tasks          Pair student with another who is capable of assisting          Questions read aloud          Limit choices          Modify amount of work</p>	<p><b>Formative:</b>          Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p><b>Summative:</b>          See performance tasks (Appendix A)          See Black &amp; White Fairy Tale and Gallery Critique (Appendix B)</p> <p><b>Alternative Assessments:</b>          Project 1: Letter sculpture          Project 2: Weaving</p> <p><b>Benchmark Assessment:</b>          Art portfolio, SGO</p>	<p>Artwork by: Seurat, Durer, Tenniel and Escher</p> <p>Exemplar          Rubric          Gallery Walkthrough          Questionnaire</p> <p><b>Materials:</b>          Paper          Pencil          Kneaded eraser          Blending Stick          Value Chart          6x3.5 Drawing Paper          Ruler          Scratch Art Paper          Wood stick</p>
---	---	---	--

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<p>Students will create a scratch art drawing that uses a drawing technique to create all values.</p> <p>Students will display their work around the room and critique each other's work during an art gallery show by providing positive and constructive feedback to classmates.</p>	<p>Provide outlines and skeleton notes.</p> <p><b>ELL:</b> Pair verbal with visual Allow / encourage use of Google Translator</p> <p><b>Gifted &amp; Talented:</b> Allow choice whenever possible Provide opportunity for extension activities including research, digital presentations, and 3D design</p>		
--	---	--	--

**Mullica Township Schools  
Visual Arts Curriculum  
Grade 8**

**Appendix A: Performance Tasks/s (Interdisciplinary Connections)**

**Grade: 8**

**Art, Writing**

Using your notes from our class discussion, evaluate which technique is used in the chosen works of art and label them with the appropriate drawing technique. Describe the techniques and how they are used. Do these techniques have a purpose?

**NJSLS ELA: W.8.2d**

**Appendix B: Summative Assessment**

**Unit 1**

**Grade: 8**

**NJSLS CPI's: 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.5, 1.4.8.A.3, 1.4.8.A.7, 1.4.8.B.1**

**NJSLS ELA: W.8.2d, SL.8.1**



# Mullica Township Schools

## Visual Arts Curriculum

### Grade 8

#### 21<sup>st</sup> Century Life and Careers Standards

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

#### **Introduction:**

You have been asked to draw an idea for a black and white scene in a movie. The movie is a fairytale, so you can design creatures and scenery from your imagination. What would be in a fairytale scene? Your drawing needs to be realistic by showing proper values and lots of details in order for the director to visualize the real scene.

#### **Task Part 1:**

Create a scratch art drawing that uses a drawing technique to create all values.

#### **Procedure:**

1. Brainstorm what you are going to draw
2. Begin sketching outlines with the wood stick
3. Begin shading using an appropriate drawing technique of your choosing
4. Add small details to add interest to your drawing

#### **Task Part 2:**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

As the director, can you understand the artist's scene through their use of value and detail. Critique a classmate's work of art by providing positive feedback and constructive criticism.

**Materials:**

Scratch Art Paper

Wood stick

**Resources:**

Value Chart

Exemplar

Rubric

Gallery Walkthrough Questionnaire

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<b>Unit/Chapter Title:</b> Unit 3/ Pattern	<b>Unit Length:</b> 2 weeks
<b>Course/Grade:</b> Visual Art Grade 8	
<b>Interdisciplinary Connection:</b> Language Arts	

**Unit Overview:**

During this unit, students will analyze emotion through movement. Students will also explore ways to communicate through body language. Student will research a career in animation and discover different styles and solutions to create animation. Students will create their own short story animation and critique their classmate's work.

**New Jersey Student Learning Standards**

**Visual and Performing Arts Student Learning Standards:**

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

**Cumulative Progress Indicators**

**1.3.8.D.** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

**1.3.8.D.2** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, them-based, two- and three-

dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

**1.3.8.D.3** Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

**1.4.8.A.1** Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

**1.4.8.A.7** Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

**1.4.8.B.1** Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

**21<sup>st</sup> Century Life and Careers Standards**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Technology Integration NJSLS 8**

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)

**Interdisciplinary Connections:**

**English Language Arts Standards:**

- W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Essential Questions and Enduring Understandings**

**Essential Questions:**

- How can emotion be shown through motion and body language?
- What are some different ways of animating?

**Enduring Understandings:**

- Posture, gestures, movements, expressions, visual symbols
- The most common type of animation is drawn on cells and is 2-D. 3-D animation is commonly made of clay and is referred to as claymation. The most popular type of animation is computer animation.

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<b>Instructional Strategies/Activities</b>  (How will the students reach the learning targets?)	<b>Modifications/Extensions</b>  (How do I differentiate?)	<b>Assessments</b>  (How will the students demonstrate mastery?)	<b>Resources/Technology</b>  (What resources and materials will students need?)
---	--	--	---

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<p>Students will respond to a posted Do Now question based on the lesson and discuss it with a classmate.</p> <p>Teacher will play a short animated video called “Thought of You” by Ryan Woodward.</p> <p>As a group, students will discuss their thoughts on the meaning of the video. The teacher will monitor group discussions.</p> <p>A whole class discussion will be held to compile thoughts and teacher will reveal the true meaning of the video along with the strategies used to reach that meaning.</p> <p>Students will explore different ways to communicate through body language. Keep notes in log.</p>	<p><b>Modifications:</b></p> <p><b>IEP:</b>          Assist students one-on-one when necessary.          Pair student with another who is capable of assisting          Allow extra time to complete          Limit choices          Modify amount of work          Provide outlines and skeleton notes</p> <p><b>504:</b>          Extended time for completing tasks          Accommodations to physical requirements          Allow for movement and use multiple modalities while teaching</p> <p><b>At-risk:</b>          Extended time for completing tasks          Pair student with another who is capable of assisting          Questions read aloud          Limit choices          Modify amount of work</p>	<p><b>Formative:</b>          Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p><b>Summative:</b>          See performance tasks (Appendix A)          See Animation project (Appendix B)</p> <p><b>Alternative Assessments:</b>          Project 1: Letter sculpture          Project 2: Weaving</p> <p><b>Benchmark Assessment:</b>          Art portfolio, SGO</p>	<p><b>Resources:</b>          “Thought of You” by Ryan Woodward</p> <p>Mac Computer with camera (or similar)</p> <p>imovie (or similar animation program)</p> <p><b>Materials:</b>          Pencil          Paper          Rulers</p>
--	--	---	---



**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

<p>Students will explore different styles and solutions to create an animation. Keep notes in log.</p> <p>Students will write a short story that involves emotions.</p> <p>Students will create thumbnails sketches to help visualize the story.</p> <p>Teacher will provide students with assignment example. Teacher will discuss the assignment and rubric. Students will critique and grade the example provided using the rubric.</p> <p>Students will create a series of drawings that tell a story in motion.</p> <p>Teacher will demonstrate how to put images into motion using the computer.</p> <p>Students will take a picture of each drawing and put it on the</p>	<p>Provide outlines and skeleton notes.</p> <p><b>ELL:</b>  Pair verbal with visual Allow / encourage use of Google Translator</p> <p><b>Gifted &amp; Talented:</b>  Allow choice whenever possible Provide opportunity for extension activities including research, digital presentations, and 3D design</p>		
--	---	--	--

**Mullica Township Schools  
Visual Arts Curriculum  
Grade 8**

<p>computer to animate in “imovie.”</p> <p>Students will show their video to the class and their classmates will critique it by providing positive and constructive feedback.</p>			
---	--	--	--

**Appendix A: Performance Task/s (Interdisciplinary Connections )**

**Grade: 8**

**Art, Speaking and Listening, Writing**

Using the computer, explore different ways to communicate through body language. What are different ways people move? What are different hand gestures that express different emotions? What form does the body have when it is expressing different moods? Record notes, thoughts and pictures in log.

What are different ways to animate? What styles are popular? What styles go together and can advance into a different type of animation? Students will explore different styles and solutions to create an animation. Record findings in your log.

**Mullica Township Schools  
Visual Arts Curriculum  
Grade 8**

**NJSLS ELA: SL.8.1, W.8.2d**

**Art, Language, Writing**

Think of a story that involves an emotion. Write a short story that describes the characters, the situation and the emotions the characters have. Use Ryan Woodward's "Thought of You" video as inspiration to visualize you character's body language. Create thumbnail sketches to visually communicate the character displaying the emotions.

**NJSLS ELA: L.8.1, L.8.2, L.8.3, W.8.2d, W.8.3**

**Appendix B: Summative Assessment Unit 1**

**Grade: 8**

**NJSLS CPI's: 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.4.8.A.1, 1.4.8.A.7, 1.4.8.B.1**

**NJSLS: W.8.2d, SL.8.1, SL.8.2**

**21<sup>st</sup> Century Life and Careers Standards**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**Introduction:**

Pretend you are an animator and you were asked to create a silent movie. How can you visually communicate an emotional story using body language and other details without having words or sounds?

**Task Part 1:**

Using your short story and thumbnail sketches as reference, create a series of drawings that tell a story in motion. Add lots of details to help explain the story. Consider your perspectives and shading in order to make your drawings interesting and dramatic. No stick figures!

**Procedure:**

1. Brainstorm what you are going to draw
2. Begin drawing each page. Trace what stays still and alter what moves.
3. Add shading
4. Add small details to add interest to your drawing

**Task Part 2:**

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**

Take pictures of each page and import them into imovie. Create an animation out of your still images. When you are finished, present your animation to the class for constructive feedback and to check the effectiveness of your work. Did you effectively communicate the emotional story through body language and detail?

**Technology:**

Mac Computer with camera imovie (or similar)

**Materials:**

Paper

Pencil

Ruler

Gallery Walkthrough Questionnaire

**Mullica Township Schools**  
**Visual Arts Curriculum**  
**Grade 8**