

*Elizabethtown Area  
School District*

Fine Art  
Name of Course

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Course Number:

Length of Course: 9 weeks

Grade Level: 8

Total Clock Hours:

Length of Period: 49 minutes

Date Written: 04-05

Periods per Week/Cycle: 2

Written By: Nancy Warble  
Cindy Telenko

Credits (if app.):

Course Description:

In eighth grade students explore the world of Fine Art by looking at master art works, reading about the life and work of various artists, and completing several of their own works of art. Students study color theory, learn how to mix colors, and how to incorporate various color schemes into their own art work.

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## **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Demonstrate the ability to mix and blend colors using prismacolors.
- B. Use well planned/well balanced color schemes for each work of art.
- C. Explore the life and artistic style of a particular artist(s) and create a work of art based on the artist's style.
- D. Analyze and critique the art of master artists.
- E. Identify and use the Elements of Art in the creation of works of art.
- F. Create works of art that demonstrate quality craftsmanship and the use of the art elements.

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**II. Content**  
**Major Areas of Study**

List all units of study below:

Unit	Estimated Time	Materials
1. Art Folder Design	2 classes	Paper, Prismacolors, drawing tools
2. Color	4 classes	Prismacolors
3. M.C. Escher	12 classes	Art prints & other visuals, Prismacolors, drawing supplies & tools
4. Art Appreciation	4 classes	Art visuals & various art supplies
5.		
6.		

# *Elizabethtown Area School District*

Name of Course: Fine Art Grade 8

Name of Unit: Art Folder

Essential Question for the Unit: How can you use various art materials and art elements to create an original design?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How can you use Prismacolors to create a design that demonstrates a high quality of craftsmanship?	E	E, F	9.1 B
B. How do you use positive and negative space to plan a well-balanced composition?	E	E	9.1 A
C.			
D.			
E.			
F			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Art Grade 8 Name of Unit: Color Theory

Essential Question for the Unit: How can you use color relationships for self expression?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do you arrange and mix colors to create a color wheel?	E	A, F	9.1 A, B, C, H, J
B. What are the seven color schemes and how can you create them?	E	B, A, F	9.1 A, C,
C.			
D.			
E.			
F.			
G.			
H.			
I.			

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Name of Course: Art Grade 8 Name of Unit: M. C. Escher

Essential Question for the Unit: How can you adapt the ideas and artistic style of M. C. Escher to create an original work of art?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What experiences inspired and influenced the artistic style of the artist?	I	C	9.1 E 9.2 A, C, L
B. What is the major contribution of the artist?	E	C	9.2 B, C
C. What are the major characteristics of the artist's style?	E	C, D	9.3 A, B,
D. What characteristics of the artist's work can you incorporate into your own artwork?	E	C	9.1 E, H 9.2 D, L
E. What is a tessellation, where were they first used, and what are the 3 types of tessellations?	E	C	9.1 C, H 9.3 B, C
F. How do you create the 3 different types of tessellations?	E	F	9.1 C
G. What are the Elements of Art?	I	E	9.1 A, B
H. How can you create a work of art which incorporates characteristics of Escher's style, several of the Elements of Art, and the use of color schemes?	E	A, B, D, E, F	9.1 A, B, C, D
I.			

# *Elizabethtown Area School District*

Name of Course: Art Grade 8 Name of Unit: Art Appreciation

Essential Question for the Unit: How does art transform our view of the world?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What historical events and/or life experiences inspired and influenced the artistic style of the artist?	I	C	9.1 E 9.2 A, C, L
B. What is the major contribution of the artist?	I	C	9.2 B, C
C. What are the characteristics of the style of the artist?	E	C, D	9.3 A, B,
D. What characteristics of the artist's work can you incorporate into your own artwork?	C	C	9.1 E, H 9.2 D, L
E. How can you create a work of art which is visually well designed, original in concept, and incorporates characteristics of the artist's work?	C	B, C, E, F	9.1 A, B, D, E, J
F.			
G.			
H.			
I.			

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## III. Course Assessments

Check types of assessments to be used in the teaching of the course.  
(Provide examples of each type.)

- |  |  |
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| <input checked="" type="checkbox"/> Objective Tests/Quizzes<br><input type="checkbox"/> Constructed Responses<br><input type="checkbox"/> Essays<br><input checked="" type="checkbox"/> Reports<br><input checked="" type="checkbox"/> Projects<br><input type="checkbox"/> Portfolios<br><input type="checkbox"/> Presentations<br><input checked="" type="checkbox"/> Performance tasks<br><hr/> | <input type="checkbox"/> Response Journals<br><input type="checkbox"/> Logs<br><input type="checkbox"/> Computer Simulations<br><input type="checkbox"/> Research Papers<br><input checked="" type="checkbox"/> Class Participation<br><input type="checkbox"/> Notetaking<br><input checked="" type="checkbox"/> Daily Assignments<br><input type="checkbox"/> Writing Samples<br><hr/> |
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Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

<u>Name of Common Assessment</u>	<u>When given?</u>
1. Project - rubrics	With each project
2. Performance tasks - Ticket outs - Work sheets	Beginning of class During class
3. Tests/quizzes	End of marking period
4.	
5.	
6.	



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**IV. Expected levels of achievement**

Current grading scale:

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: