

# Twin Falls School District

## Art/Semester Syllabus

### Grade 8

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#### **Course Description:**

Introduction to Art: 8th Grade

#### **Instructional Philosophy:**

Art is a creative process of inquiry. Artists create shapes, manipulate materials, and define space in order to express ideas and emotions. The Twin Falls School District's Art Department believes that all students need an art education, exposure to art criticism, aesthetics and art history, as well as studio experience. To respond to this process of creative inquiry the Art Department has established the following goals for the courses offered:

- to provide a sound aesthetic and technological foundation allowing the student to prepare for higher education or career goals;
- to provide a well rounded curriculum that will contribute to the continuing education of the student;
- to provide a learning atmosphere that will encourage and enable the student to create; and
- to teach students to use their powers of observation along with their ability to analyze and think critically.

#### **Power Standards:**

- **Content Standard #1:** Understanding and applying media, techniques, and processes
- **Content Standard #2:** Using knowledge of structures and functions
- **Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas
- **Content Standard #4:** Understanding the visual arts in relation to history and cultures
- **Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others
- **Content Standard #6:** Making connections between visual arts and other disciplines

#### **Major Course Projects and Assignments:**

##### **Drawing**

###### Pencil

- Contour line-emphasis on looking at what you are drawing
- Review of Value Scale and Shading Techniques
- Chiaroscuro-how light and shadows affect the outcome of the shaded project
- Perspective Review and Expansion-1pt. and 2pt.-New York City Drawing
- Popcorn Abstract Drawing

###### Scratchart

- Value Scale and Patterns/Textures-Scratchart Techniques
- Identifying Values as Shapes in Composition
- Final Product of Animal, Person, or Flower

###### Colored Pencil/Markers

- Abstract Design or Surreal Drawing with Magazine Border
- American Legion Auxiliary Poppy Poster
- Tessellation Design utilizing Color Schemes (could be mixed media)

###### Color Theory

- Graduated Value Scales in Black/White
- Monochromatic Value Scale (Introducing Tints and Shades)

- Color Wheel-Mixing Primary Colors to Make Secondary and Tertiary Colors

## **Painting**

Acrylic

- Totem Pole Sculpture implementing color theory

## **Pottery**

- Pinch Pot, Coil Pot, and Slab Construction
- Glazing

All assignments are designed to introduce the student to the Elements and Principles of Art/Design. They are categorized by media; they are not listed in chronological order. The student is responsible to complete all products assigned for an assessment. Due dates and exam dates will be announced during class and displayed on the agenda board. This syllabus is subject to change throughout the year. If you have any questions, concerns, or comments, please feel free to contact me at your convenience.

## **Assessment and Grading Plan:**

- Projects and Final Portfolio- 100 pts
- Quizzes- 50 pts
- Tests- 100 pts
- Writing Assignments- 100 pts

## **Grading Scale:**

A 90-100      B 80-89      C 70-79      D 60-79      F 0-59

## **Components of the Grade:**

- Understanding of Art Elements/Principles
- Use of techniques/styles
- Creativity of design
- Quality of the project
- Time and effort put into the final product

## **Policy for Re-Doing Work:**

If any completed assignment does not meet a proficient grade level, the student will have the option to redo the assignment for a proficient grade. Revised work must be turned in one week after the return date. **All projects must be completed by the end of the semester.**

## **Opportunities for Extra Help:**

Extra Help will be available before school, during Prime Time or after school.

## **Grading Rubrics:**

### **A-Excellent Quality- Advanced**

Work at this level is consistently of high quality

Work shows obvious evidence of thinking

Materials are used well – Technique is generally excellent

There is strong evidence of awareness of style and format- a sense of informed decision-making

**B-Strong Quality- Proficient**

Work at this level is generally strong, although there may be inconsistencies in the overall quality  
Work shows evidence of thinking, i.e. it conveys a sense that it is about something  
It is fairly confident in style and format  
There is successful engagement with most aspects of technique and materials

**C-Good Quality- (Novice)/Proficient**

Work shows a sense of real effort and some sense of direction/purpose but problems are not always successfully resolved  
Some manipulation of ideas is evident  
Technique may be developing, erratic, with little or no sense of challenge

**D-Poor Quality- Lacking**

There is little, if any evidence of thinking  
Technique is poor  
Work is uneven  
Work shows a lack of awareness of tools and/or media

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**10 points credit if signed and returned by** \_\_\_\_\_  
8th Grade Art/Semester Ms. Tuma

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name (Please Print): \_\_\_\_\_