

**MASCONOMET REGIONAL SCHOOL DISTRICT  
COURSE SYLLABUS**

**Course Name:** Art 8  
**Course Number:** 7186  
**Length of Course:** 6 PPC for One Trimester

**Department:** Art  
**Grade Level:** 8

**Course Description:**

Art 8 is a continuation of the required comprehensive art program introduced in 7<sup>th</sup> grade. Units covered are: drawing design, color relationships, additive sculpture and/or relief printmaking. By the end of the two middle school trimesters of art, the student will have experienced the important elements of art training necessary to complete his/her own work and to begin to evaluate the works of others. In Art 8 the student will be asked to observe carefully; think creatively; and make decisions thoughtfully and reflectively. The assignments in Art 8 will require a higher level of skill and judgment as well as more complex and personalized problem solving abilities.

**Central Objectives:**

The students will:

- review the elements of art and principles of design learned in 7<sup>th</sup> grade and, in addition, focus on rhythm, contrast, and variety.
- explore and experiment with a variety of media.
- develop greater powers of observation, imagination and memory while improving their ability to organize visual thoughts logically and coherently.
- acquire skills and techniques which help them better express their individual thinking and feeling, and to become more competent in evaluating their efforts.
- learn to express him/herself by using art as another language—to become more visually literate.
- develop the ability to become a more intelligent and discriminating art consumer.
- continually reflect to effectively solve visual problems .
- familiarize themselves with the works of historical/contemporary artists in relationship to their own work.
- learn some fundamental skills of Adobe Photoshop
- learn how to properly format, save and print documents to laser printer

**Major Activities:**

Each student will create a series of hands-on projects (both 2D and 3D), which address the specific guidelines within the Massachusetts Visual Art Curriculum Frameworks and the Masconomet Art Department's list of; "Elements of Art and Principles of Design" (see Attachment 1). Some projects will address singular objectives, while others will tackle combinations of objectives. Major units in the following areas will be explored:

**Drawing:**

- Incorporate 7<sup>th</sup> grade drawing terms and concepts and use with new 8<sup>th</sup> grade terms and concepts.
- Explore more complex compositions using a variety of tools and techniques.
- Observe and record objects (manmade, natural) using positive and negative space—with an emphasis on quality of line.
- Explore perspective to show how our eyes see and record objects in space in relationship to one another.  
***Vocabulary:*** two-dimensional, three-dimensional, composition, viewfinder, line, contour, break-the-edge, overlapping, proportion, positive space, negative space, contrast, value, texture, perspective, parallel. ***Note:*** All students and teachers will reference Masconomet's; "Observational Drawing Rules for Full-Value Drawings" when completing an observational drawing assignment (see Attachment 2)

**Design:**

- Incorporate 7<sup>th</sup> grade design terms and concepts and use with new 8<sup>th</sup> grade terms and concepts.
- Explore the overall visual presentation of an artwork, including composition and style.

- Explore aesthetic and functional design  
**Vocabulary:** *design, symmetry, asymmetry, rhythm, variety, pattern, dominance, realistic, abstract, geometric, free-form, aesthetic, functional*

**Color:**

- Incorporate 7<sup>th</sup> grade color mixing terms and concepts and use with new 8<sup>th</sup> grade terms and concepts.
- Experiment with the properties of color and color relationships.
- Maintain good use, care, and clean-up of all painting tools and materials.  
**Vocabulary:** *primary colors, secondary colors, tertiary colors, value, tint, shade, monochromatic, complementary, split-complementary, analogous, contrasting colors, opaque, transparent, hue and intensity*

**Additive Sculpture:**

- Experiment with ceramics, papier mache or found object sculpture.
- Incorporate 7<sup>th</sup> grade sculpture terms and concepts and use with new 8<sup>th</sup> grade terms and concepts.
- Learn the limitations and potential of sculptural media.
- Improve use, care and clean up of all tools and materials.
- Experiment with various ways to create texture (applied, incised, imprinted)  
**Vocabulary:** *(Ceramics) wedging, clay slip, scoring, clay, kiln, fire, engobe, leather hard, bone-dry, bisque, underglaze, glaze. (Papier Mache) armature. (Object Sculpture) assemblage, found objects*

**Relief Printmaking:**

- Explore selected forms of relief printing.
- Incorporate 7<sup>th</sup> grade printmaking terms and concepts and use with new 8<sup>th</sup> grade terms and concepts.
- Develop proper use care and clean up of all tools and materials.
- Learn control of the many variables in printmaking to create consistent, multiple prints.
- Learn how to rub, dry and sign a print  
**Vocabulary:** *Relief, linocut, rubber stamp, brayer, printing ink, linoleum cutters, inking plate, bench hook, printing press*

**Adobe Photoshop:**

- Create, size and save a digital image file in correct format
- Learn some basic tools and functions of Adobe Photoshop
- Learn how to print properly on laser printers  
**Vocabulary:** *File format, printing, color laser printer, thumbnail, toolbox, cropping, resolution, filters, grayscale, brightness/contrast, pixel, JPEG*

**Behavioral Expectations:**

The students will:

- be on time to class.
- be expected to put forth their best effort.
- respect that the art room is a shared, cooperative space. You will be expected to show an ability to use, control, and clean up all tools and materials properly and safely.
- assume responsibility to make up all work missed due to absence.
- come to class prepared to work.
- receive conduct and effort grades that are reflective of their level of cooperation, behavior, attentiveness, alertness, interest and level of consistent participation in all classroom activities.

**Student Evaluation:**

Teachers will use the aforementioned criteria in combination with rubrics and/or performance checklists to arrive at a letter grade for each student—pluses and minuses will also be awarded. Grades in Art 8 are as follows:

- A** The student mastered all the course objectives with an outstanding level of proficiency.
- B** The student mastered all of the course objectives with a commendable level of proficiency.

- C The student mastered a sufficient number of the course objectives with a reasonable level of proficiency.
- D The student mastered the minimum number of course objectives.
- F The student failed to accomplish the minimum required course objectives.

**Text and Materials:**

Relevant handouts and visual presentations will be provided as appropriate.

**Methodology:**

- **Investigations:** Students will be exposed to a variety of methods, materials and processes that will be used to uniquely solve visual problems.
- **Lectures and Demonstrations:** Lectures and demonstrations will be used to safely introduce new art methods, materials and approaches. Introduction to specific artists and artistic styles will also be presented in this format.
- **Discussions:** Individual and small group discussions (critiques) of work in progress will be held on a regular basis. Students will be expected to take part in these discussions and to use proper art vocabulary terms. Students will also be expected to reflect upon their work and make adjustments to it as needed.
- **Visual aids:** Charts, samples, books, photos, websites, CDs, slides, etc. will be used to motivate students and to strengthen their understanding of art elements, techniques, concepts, etc.

**Elements of Art and Principles of Design**  
**Masconomet Regional School District Art Department**

**Elements of Art:**

**Line:** The path of a moving point (“a dot going for a walk”).

**Color:** Color is the light reflected from a surface.

Color has three distinct qualities:

- Hue/Color—the identity of the color
- Value—lightness to darkness of a color
- Intensity—brightness to dullness of a color

**Value/Tone:** The lightness or darkness of a color.

**Texture:** The actual or implied surface of an object.

**Shape:** A two-dimensional area enclosed by an outline.

**Form:** A three-dimensional shape containing height, width, and depth.

**Space:** Organizes elements in a composition while also referring to the distance or area between, around, or within a shape or form.

**Principles of Design:**

**Unity:** This refers to the sense of wholeness, harmony and order in a work of art.

**Variety:** The differences among and between the elements in a composition.

**Balance:** The weighted relationship between elements in a composition.

**Emphasis:** Emphasis can be applied to one or more of the elements to create dominance.

**Rhythm:** The repeated use of an element to achieve visual movement in a composition.

**Repetition:** The use of an element or elements more than once in a composition.

**Proportion:** The size relationship of all parts, to each other and to the whole, in a composition.

**OBSERVATIONAL DRAWING RULES  
FOR FULL-VALUE DRAWINGS  
Masconomet Regional School District Art Department**

- There is no such thing as an outline.
- Keep it light until it's right.
- A shadow is simply a darker value of what is already there.
- Always use the point of your pencil.
- An eraser is a drawing tool.
- Don't smudge.
- Short multi-directional marks will create even values.
- Make sure that your mark making follows the direction of the objects you are drawing—curved marks for curved objects, etc.
- Breaking edges makes for more interesting compositions.
- Make sure that a figure-ground relationship is established by including connecting cast shadows below the objects.
- The negative space is often as important as the positive space in a drawing.
- Make sure that there is a change in value whenever one object meets another (even if it is negative space)—this is an **edge** not an outline.
- Always hang your work up, stand back and then assess it from a distance. It will always appear lighter.
- Make sure that every drawing has a full range of values—from the lightest lights to the darkest darks and a range of grays in between.
- Remember that each of you has an artistic license that can be used in order to make adjustments in what you are observing to provide artistic punch.
- If you don't understand how light is falling on objects that you are drawing then you will not be able to draw them accurately. Periodically, you will need to put down your pencils...really observe the relationship between the objects and the light falling on them. Only after reestablishing this connection/observation should you pick up the pencil and begin drawing again.