



# Creating Like the Masters 8th Grade

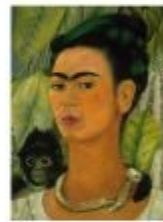
## DaVinci **What the class is about:**

This class is 12 weeks:

Have you ever wanted to create your own masterpiece? Learn to re-create artwork that is famous all around the world. Students will explore museums and look at artwork done by the masters. Students will learn new techniques and replicate famous works of art. This class will build on drawing and painting skills through different mediums- pencil, charcoal, acrylic paint, and watercolor. This class will allow students to examine, explore, practice, and replicate artwork that is seen as masterpieces.

## Projects

- Nametag
- Da Vinci Sketchbooks
- Abstract Expressionistic Oil Pastel
- Cubist Still Life
- Charcoal Portrait
- Self Portrait Painting
- Van Gough Painting
- Frida Self Portraits
- My Block Collage



K a h l o

## **Structure of Class:**

Class time will be used for:

- ♦ Lecture
- ♦ Aesthetic discussions
- ♦ Studio time
- ♦ Critiques

## **Student Expectations:**

**A-Attitude:** Be positive and try your best.

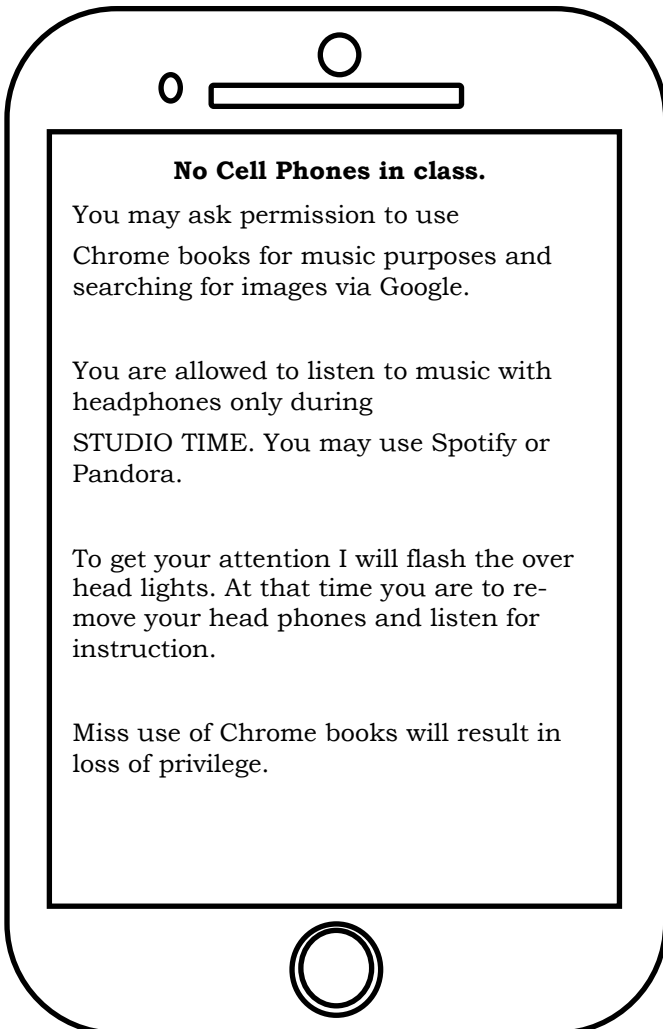
**R- Respect:** Respect everyone and everything.

**T- Think:** Understand and Demonstrate.

**I-Imagine:** Be creative and dream!

**S-Spic & Span:** Clean up after yourself & table.

**T-Target:** Follow directions and stay on target.



## Priority Standards Grade 8

### Ms. Marcell

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<b>Creating</b>	1.1, 1.2 Rough Draft
	Documenting early stages of the creative process. Having an artistic investigation through drawing, notes, testing mediums and collaboration with peers and teacher.
	2.1, 2.2 Artistic Innovation/ Inspiration
	Demonstrates willingness to experiment with new mediums. Come up with original ideas. Awareness of copyright and fair use.
	2.3 Elements and Principles/Mediums
	Implementing the Elements and Principles to create an interesting composition. Properly using the medium and/or artist techniques in the composition correctly.
	3.1 Requirements
<b>Responding</b>	Applying the criteria to your art piece. Examining each requirement, reflecting on the requirements through the process, make revisions as needed, and self-assess on the requirements.
	7.1 Culture/Environment
<b>Responding/ Connecting</b>	Demonstrate your influence of a culture, environment, or time period and how it has impact your choices on your final art piece.
	7.2, 11.1 Analyze
<b>Responding</b>	Compare and contrast ideas/emotions/aesthetics/mediums.
	8.1,9.1 Art Criticism Collaboration
	Description, Interpretation, Analysis, Judgement of an art piece using art vocabulary.

# Grading

Grading will differ in this course compared to other middle school instructors. I am excited to be a member of pilot teachers seeking to apply standards based reporting to secondary content areas. Standards based reporting creates clarity and equity to the learning we will do in our class. Together we will set goals, evaluate growth and assess individually as well as receive feedback from me consistently on all areas we explore. Students can expect to receive a letter grades that will be based on totally points for each project. I will post what standards are tied to the project via skyward. Please do not hesitate to ask questions at any time.

Due dates are suggested, but are not concrete. All projects/ assignments must be completed by the 11th week of class. Once projects are graded after the suggested due date scores will be inputted into skyward. If the student did not turn in the project it will be marked as a zero and missing until it is turned in. We use the last week to put together portfolios and take an exit test on the concepts that we have learned over the Trimester.

## Trimester Grades

Trimester scores are based on assessed events including:

The final score reported at the end of each trimester will be a compilation of assessed events across the trimester in each standard area.

Explanation of scores below:

- 1= Emerging: the student has only recently been introduced to concept/skill or shows a distinct lack of understanding of the concept/skill. Student can show partial understanding with support
- 2= Developing: Student shows some understanding of the concept/skill. Is able to do some things independently with minor error but still needs support to execute the concept/skill fully and accurately; showing progress and growth toward mastery.
- 3= Proficient: Student has met the standard and is able to demonstrate the concept/skill accurately, independently. Shows proficiency with no major errors or omissions.
- 4= Above Standard: All of 3, and student applies concept/skill in new, innovative ways that were not explicitly taught. Shows mastery with no errors.