

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**TWO-DIMENSIONAL DESIGN**

**GRADE 8**

Date of Board Approval: April 14, 2016

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	Two-Dimensional Design	<b>SUBJECT:</b>	Art	<b>GRADE LEVEL:</b>	8
<b>COURSE LENGTH:</b>	1 Marking Period	<b>DURATION:</b>	46 Minutes	<b>FREQUENCY:</b>	5 days/ week
<b>PREREQUISITES:</b>	N/A	<b>CREDIT:</b>	N/A	<b>LEVEL:</b>	N/A

**Course Description/Objectives:**

The elective course will introduce students to two-dimensional design. Students will have the opportunity to explore various two-dimensional media, design genres, and art-making processes and how two-dimensional design pertains to our current visual culture. Students will view and analyze current trends in our culture and apply the trend concepts to their own design work. This course will help students be more successful at the introductory art and design courses at the high school level: Design, Digital Design, or Drawing and Composition.

**Text:** None

**Curriculum Writing Committee:** Karen Bitner                      Suzanne Collins                      Ashley Gogoj

## COURSE TIME LINE

### **Unit #1: Observational Contour Drawing**

10 days

- Drawing with focus on accuracy, details, and proportion
- Composition
- Use of Line and Value
- Criticism and Aesthetics
- Primary Resources

### **Unit #2: Narrative Illustration**

10 days

- Combining text and imagery to communicate a theme, message, or an idea
- Various formats or compositions for arranging text and imagery
- Criticism and Aesthetics
- Primary Resources

### **Unit #3: Perspective Drawing**

12 days

- Composition with multiple objects and rules of perspective
- Illusion of depth
- Complex drawing with details and shading
- Criticism and Aesthetics
- Primary Resources

### **Unit #4: Expressive/Emotional use of Color**

8 days

- Emotion and tone conveyed through color
- Color Schemes
- Criticism and Aesthetics
- Primary Resources (Compact)

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	10 days
<b>UNIT #1:</b>	Observational Contour Drawing – (Essential)	<b>GRADE:</b>	8

## STANDARDS:

### PA Academic Standards for the Arts and Humanities:

#### PA Arts and Humanities Standards, Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts, Grade 8:

- 9.1.8 A • Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8 B • Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8 C • Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8 F • Explain works of others within each art form through performance or exhibition.
- 9.1.8 H • Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- 9.1.8 K • Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

#### PA Arts and Humanities Standards, Historical and Cultural Contexts , Grade 8:

- 9.2.8 A • Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8 D • Analyze a work of art from its historical and cultural perspective.
- 9.2.8 H • Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- 9.2.8 L • Identify, explain and analyze common themes, forms and techniques from works in the arts.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	10 days
<b>UNIT #1:</b>	Observational Contour Drawing - (Essential)	<b>GRADE:</b>	8

## STANDARDS:

### PA Academic Standards for the Arts and Humanities:

#### PA Arts and Humanities Standards, Critical Response, Grade 8:

- 9.3.8 B • Analyze and interpret specific characteristics of works in the arts within each art form.
- 9.3.8 D • Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- 9.3.8 E • Interpret and use various types of critical analysis in the arts and humanities. Contextual criticism, formal criticism, and intuitive criticism.
- 9.3.8 F • Apply the process of criticism to identify characteristics among works in the arts.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	10 days
<b>UNIT #1:</b>	Observational Contour Drawing - (Essential)	<b>GRADE:</b>	8

## UNDERSTANDINGS

Learning to draw from observation is essential for all types of art and the skills used in observing can be applied to other areas.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create contour drawings using different types of drawing techniques.  
Use observational drawing tools to render drawings with accurate proportions.

### KNOW

- Recognize the various uses of line to create shape.
- Describe the purposes of various drawing tools.
- Compare and contrast proper proportions with improper proportions.

### DO

- Create an observational drawing utilizing line.
- Effectively find proportions using drawing tools and translate them to a two-dimensional surface.
- Compose the elements of the design in an aesthetically successful image.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	10 days
<b>UNIT #2:</b>	Narrative Illustration - (Essential)	<b>GRADE:</b>	8

## STANDARDS:

### PA Academic Standards for the Arts and Humanities:

#### PA Arts and Humanities Standards, Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts, Grade 8:

- 9.1.8 A • Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8 B • Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8 C • Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8 E • Communicate a unifying theme or point of view through the production of works in the arts.
- 9.1.8 H • Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

#### PA Arts and Humanities Standards, Historical and Cultural Context, Grade 8:

- 9.2.8 A • Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8 D • Analyze a work of art from its historical and cultural perspective.
- 9.2.8 L • Identify, explain and analyze common themes, forms and techniques from works in the arts.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	10 days
<b>UNIT #2:</b>	Narrative Illustration - (Essential)	<b>GRADE:</b>	8

## STANDARDS:

### PA Academic Standards for the Arts and Humanities:

#### PA Arts and Humanities Standards, Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts, Grade 8:

- 9.3.8 A • Know and use the critical process of the examination of works in the arts and humanities. Compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments.
- 9.3.8 B • Analyze and interpret specific characteristics of works in the arts within each art form.
- 9.3.8 D • Evaluate works in the arts and humanities using a complex vocabulary of critical response.

#### PA Arts and Humanities Standards, Aesthetic Response, Grade 8:

- 9.4.8 C • Describe how the attributes of the audience's environment influence aesthetic responses.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	10 days
<b>UNIT #2:</b>	Narrative Illustration - (Essential)	<b>GRADE:</b>	8

## UNDERSTANDINGS

Narrative illustrations visually communicate a story with imagery. Narrative illustrations may or may not include words. Narrative illustrations have existed throughout time and continue to exist today in a variety of forms.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Use imagery to communicate a narrative theme, message, or an idea. Words may be used to enhance the narrative.

### KNOW

- Identify narrative illustrations in our visual culture.
- List examples of imagery and text creatively combined in a sequential art illustration, comic book art, an illustrated poem/song lyrics, or news headline.
- Recognize an aesthetic and effective composition within the design

### DO

- Create an aesthetic design that visually conveys a narrative.
- Effectively use imagery that may or may not include text in a visual narrative. Possible products include sequential work of art, comic design, or an illustration.
- Compose the elements of the visual narrative using an aesthetically successful image or arrangement of imagery.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	12 days
<b>UNIT #3:</b>	Perspective Drawing - (Important)	<b>GRADE:</b>	8

## STANDARDS:

### PA Academic Standards for the Arts and Humanities:

#### PA Arts and Humanities Standards, Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts, Grade 8:

- 9.1.8 A • Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8 B • Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8 C • Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8 H • Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

#### PA Arts and Humanities Standards, Historical and Cultural Contexts, Grade 8:

- 9.2.8 L • Identify, explain and analyze common themes, forms and techniques from works in the arts.

#### PA Arts and Humanities Standards, Critical Response, Grade 8:

- 9.3.8 B • Analyze and interpret specific characteristics of works in the arts within each art form.
- 9.3.8 D • Evaluate works in the arts and humanities using a complex vocabulary of critical response.

#### PA Arts and Humanities Standards, Aesthetic Response, Grade 8:

- 9.4.8 C • Describe how the attributes of the audience's environment influence aesthetic responses.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	12 days
<b>UNIT #3:</b>	Perspective Drawing - (Important)	<b>GRADE:</b>	8

## UNDERSTANDINGS

In order to create the illusion of depth, basic linear perspective guidelines must be followed to render three-dimensional objects accurately on a two-dimensional surface.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Use linear perspective guidelines to create visual depth on a two-dimensional surface.  
Creatively use perspective guidelines to design 3-dimensional forms such as a building, cityscape, or interior design.

### KNOW

- Describe the difference between one-point and two-point perspective.
- Give examples on how perspective can be creatively used to design a cityscape, building, or interior design drawing.
- Recognize that details in a complex perspective drawing must also follow linear perspective guidelines.

### DO

- Compare/contrast or analyze various one-point and two-point perspective examples.
- Create a complex drawing by using linear two-point perspective rules.
- Demonstrate the ability to incorporate details in perspective that contribute to the overall drawing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	8 days
<b>UNIT #4:</b>	Expressive/Emotional use of Color - (Important)	<b>GRADE:</b>	8

## STANDARDS:

### PA Academic Standards for the Arts and Humanities:

#### PA Arts and Humanities Standards, Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts, Grade 8:

- 9.1.8 A • Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8 B • Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8 C • Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8 F • Explain works of others within each art form through performance or exhibition.
- 9.1.8 H • Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

#### PA Arts and Humanities Standards, Historical and Cultural Contexts, Grade 8:

- 9.2.8 A • Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8 E • Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- 9.2.8 L • Identify, explain and analyze common themes, forms and techniques from works in the arts.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	8 days
<b>UNIT #4:</b>	Expressive/Emotional use of Color - (Important)	<b>GRADE:</b>	8

## **PA Arts and Humanities Standards, Critical Response, Grade 8:**

9.3.8 D • Evaluate works in the arts and humanities using a complex vocabulary of critical response.

9.3.8 F • Apply the process of criticism to identify characteristics among works in the arts.

## **PA Arts and Humanities Standards, Aesthetic Response, Grade 8:**

9.4.8 C • Describe how the attributes of the audience's environment influence aesthetic responses.

9.4.8 D • Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Two-Dimensional Design	<b>TIME FRAME:</b>	8 days
<b>UNIT #4:</b>	Expressive/Emotional Use of Color - (Important)	<b>GRADE:</b>	8

## UNDERSTANDINGS

Color is often used in illustration and/or design to convey emotion, create a mood or set a tone. Color can be used to promote products and/or messages to a particular audience.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Identify various illustrations or products that use color to express an emotion, promote an idea, sell a product, etc.  
Creatively manipulate typography and/or imagery using a specific arrangement of colors to convey an emotion, feeling or tone.

### KNOW

- Examine how color is used in visual culture to evoke emotion and tone.
- Identify how the repetition of design elements and principles and/or the use of media is used to create unity in a design.
- Identify how artists select the media they use to achieve their intent.

### DO

- Interpret the tone or emotion of a design based on the selection of media and the way color is used in the design.
- Create a design that evokes a tone or an emotion through the use of color.
- Effectively use repetition of design elements and principles to create unity in a sequential work of art, comic design, or an illustration.
- Assemble an aesthetically successful design carefully choosing the appropriate media to achieve an emotion or tone.

## **ADDITIONAL PERFORMANCE INDICATORS**

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

Oral tests	Written tests
Self-evaluation	Performance tests
Project completion	Pre and Post – Testing
Checklists of skills	Product rating
Skill demonstrations	Homework
Teacher observation	

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Inventiveness / Creativity
- Technique
- Composition
- Craftsmanship (neatness)
- Meeting a deadline
- Understanding/meeting criteria
- Expression
- Functionality
- Complexity
- Commitment
- Following instructions or steps
- Correct use of learned skills
- Carry over of skills from one project to another
- Care and management of tools and materials
- Studio and cleanup management
- Respect and consideration of the work of others

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

**Adaptations/Modifications may include but are not limited to:**

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)