

**New Paltz Central School District**  
**Art**  
**Grade 8**  
**Spring Semester**

Time	Essential Questions/Content	Skills/Techniques	Assessments
February - June	<p><b><u>Ongoing Independent Study: Art Careers</u></b></p> <ul style="list-style-type: none"> <li>• What career opportunities are there for artists?</li> <li>• What college or trade degree do you need to be a specific type of artist?</li> <li>• What are the average salaries of artists?</li> <li>• What are the best geographic places for specific art careers?</li> <li>• How are creativity, originality, and innovation an important aspect of any successful career?</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Art careers</li> </ul>	<ul style="list-style-type: none"> <li>• Use research skills to identify art careers.</li> <li>• Develop presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Written review on an art career of choice</li> <li>• Presentation of project based on art career of choice</li> <li>• Written, verbal, and project-based critiques</li> <li>• Rubrics</li> </ul>
February - March	<p><b><u>Unit 1: Elements of Art</u></b></p> <ul style="list-style-type: none"> <li>• How do you identify the elements of art in a piece of artwork?</li> <li>• How do you use the elements of art to describe a piece of art?</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Elements of art               <ul style="list-style-type: none"> <li>○ Line</li> <li>○ Shape</li> <li>○ Color</li> <li>○ Value</li> <li>○ Texture</li> <li>○ Space</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of art in historical works of art.</li> <li>• Describe artwork using the vocabulary of the elements of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Project (e.g., book or sculpture) with artistic examples of each element of art</li> <li>• Written descriptions of artwork using the vocabulary of the elements of art</li> <li>• In-progress written and verbal critiques</li> <li>• Final written and verbal critiques</li> <li>• Peer review</li> <li>• Portfolios</li> <li>• Art exhibits</li> <li>• Rubrics</li> </ul>

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March - April	<p><b><u>Unit 2: OP Art - Optical Illusions</u></b></p> <ul style="list-style-type: none"> <li>• What is an optical illusion?</li> <li>• How do you create an optical illusion?</li> <li>• Who were the artists that first created optical illusions? Why is this art movement important in art history?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Using mathematics to design optical illusions</li> <li>• Techniques used to create optical illusions</li> <li>• Artists - Victor Vasarely, Bridget Riley, M.C. Escher</li> <li>• One and two point perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Use mathematical concepts to design an optical illusion.</li> <li>• Understand how color theory, overlapping, perspective, foreshortening, and other techniques are used to create optical illusions.</li> <li>• Understand one and two point perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Optical illusion</li> <li>• In-progress written and verbal critiques</li> <li>• Final written and verbal techniques</li> <li>• Peer review</li> <li>• Portfolios</li> <li>• Art exhibits</li> <li>• Rubric</li> </ul>
April - May	<p><b><u>Unit 3: Pop Art</u></b></p> <ul style="list-style-type: none"> <li>• What is pop culture?</li> <li>• What is the significance of the Pop Art movement in art history?</li> <li>• Who were some of the most influential pop artists?</li> <li>• How can a computer be used to create art?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• The Pop Art movement</li> <li>• Influential pop artists</li> <li>• Computer generated art</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Paint program to create art.</li> <li>• Use a stylus pen to create art.</li> <li>• Use shape, shadow, and color theory concepts to create Pop Art.</li> <li>• Identify key pop artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Pop art portrait</li> <li>• In-progress written and verbal critiques</li> <li>• Final written and verbal critiques</li> <li>• Peer review</li> <li>• Portfolios</li> <li>• Art exhibits</li> <li>• Rubrics</li> </ul>

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May - June	<p><b><u>Unit 4: Conceptual Art/Contemporary Art</u></b></p> <ul style="list-style-type: none"> <li>• What is a concept?</li> <li>• How can an idea become a piece of artwork?</li> <li>• How does an artist develop a concept into a piece of artwork?</li> <li>• How can a title of a piece of artwork help the audience understand an artist's idea?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Conceptual art</li> <li>• Key conceptual artists</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a conceptual idea into a piece of art.</li> <li>• Understand the history of conceptual art.</li> <li>• Identify key conceptual artists.</li> <li>• Develop skills needed to create a piece of art that expresses an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual piece of artwork (e.g. graffiti art, bumper stickers, group directed conceptual project, installation art)</li> <li>• In-progress written and verbal critiques</li> <li>• Final written and verbal critiques</li> <li>• Peer review</li> <li>• Portfolios</li> <li>• Art exhibits</li> <li>• Rubrics</li> </ul>