



Interdisciplinary Curriculum

18 week curriculum

8th Grade



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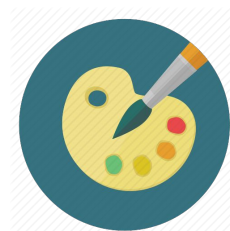


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Habits of Mind

- 1- Persisting
- 2- Managing Impulsivity
3. Listening and Understanding with Empathy
4. Thinking Flexibly
5. Thinking about Thinking
6. Striving for Accuracy
7. Questioning, considering obstacles
8. Apply past knowledge
9. Clarity and Precision
10. Gathering Data with Senses
11. Create and Imagine
12. Responding with Awe
13. Responsible Risks
14. Humor
15. Independent Thinking
16. Open to Learning

Standards

9.1.8B- Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, renew, and revise original works in the arts.

9.1.8D- Demonstrate knowledge of at least two styles within each piece through exhibition of unique works.

9.1.8E- Communicate a unifying theme or point of view through the production of works in the arts.

9.1.8F- Explain the works of others through exhibition

Overview

- 18 Week Curriculum
- Schedule: Class meets once a week (45 min. per class)
- 6 lesson plans (each lesson is 3 weeks long)
- Every lesson will focus on a specific discipline or subject matter (Science, History, Math, Writing, Music, Technology).
- Students will learn how art can be incorporated using all of these subjects.

Cost Key

- \$ (Cheap)

- \$\$ (Moderate)

- \$\$\$ (Expensive)

Lesson 1: Leaf Imprinted Ceramic (Science)



Goal: Explore nature and use found natural objects to implement into three-dimensional objects.

Artist: Paige Puckett (Ceramicist)

Lesson 1: Leaf Imprinted Ceramic (Science)



Objectives:

- Knowledge: Students will research plant morphology in order to distinguish leaf patterns.
- Skill: Students will be able to collect natural objects in order to create texture on ceramics.
- Attitude: Students will choose specific plant species in order to analyze nature on a level beyond visual.

Habits of Mind: 6, 8, 10, 11

Elements and Principles:

- (E) Texture, Line, Shape
- (P) Repetition, Contrast

Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

Timeline (per class):

- 1) **5 min. Intro- Plant Morphology**
35 min. Leaf Exploration/ Find Objects
5 min. Clean Up
- 2) **5 min. Demo on leaf Imprinting.**
30 min. Work on Clay Pot/Imprinting
10 Min. Clean Up
- 3) **5 min. Intro- Science of Glazes, Bisque Fire**
5 min. Demo on Glazing (Rub Technique)
25 min. Of Glazing Time
10 min. Clean Up

Materials:

- Found Leaves
- Clay
- Ceramic Tools
- Cutting Boards
- Glaze
- Water
- Sponges
- Prushes
- Pencils/erasers
- Cloths
- Water Spray Bottle

Assessment:

- Rubric graded on the completion of lesson goals, objectives, and class participation during lessons.

Prior Knowledge:

- Botany, Ceramic Building Skills
-

Cost: \$\$\$ (cost of clay)

Lesson 2: Art Through the Ages (History)



Mask of Agamemnon
Heinrich Schliemann
1550-1500 B.B.



There are few remaining examples with early art often favoring drawing over color. Work has been found recently in tombs. Egyptian Frescoes, pottery, and metalwork. 1500 BC.

Ancient Art

The Night Watch
Rembrandt
1642



Emerged in Europe around 1600. reaction against the intricate and formulaic Mannerist style which dominated the Late Renaissance. Less complex, more realistic, & emotinal.

Baroque

Starry Night
Vincent Van Gogh
1889



In France that represented both an extension of Impressionism and a rejection of that styles inherent limitations. 20th century.

Post Impressionism

The Scream
Edvard Munch
1893



Art literature of the early 20th century. Artists attempt to depict not objective reality but rather the emotions and responses that objects and event arouse in him. Distortion, exaggeration, primitivism, and fantasy. Highly subjective and spontaneous self expression.

Expressionism

Cloud Shepard
Hans Arp
1953



1915-1922.

Characterized by a spirit of anarchic revolt. Revelled in absurdity, and emphasised the role of the unpredictable an artistic expression.

Dada

Art
Movement's
Timeline
By; Jesinda
Vincent

Renaissance

Began in Italy, 14th century. Individual Expression, & Wordly Expirience. Move away from religion, dominated middle ages, and turn to individual man in society.



Mona Lisa
Leonardo Da Vinci
Circa 1503-1519

Impressionism

Emerged in France, 19th century. Marked a momentous break from tradition in European painting. The image of an object as if someone just caught a glimpse. Lots of color, scenary, very bright and vibrant.



Haystacks
Claude Monet
1890-1891

Modernism

Late 19th-20th centuries. Revolt against the conservative values of realism. Traditional forms of art.



Mont Ste Victoire
Paul Cezanne
1885-1889

Cubism

20th century. Avantgarde art movement, objects are broken up, analyzed, and re-assembled in an abstracted form. Revolutionized European painting and sculpture.



Weeping
Pablo Picasso
1937

Pop Art

Direct descendant of Dadaism in the way it mocks the established art world by appropriating images. Celebrate everyday objects such as; sop can, washing powders, & coke bottles.



Campbell's Soup
Andy Warhol
1962

Goal: Study an art movement and create an original art piece that is inspired by that art movement and time period.

Lesson 2: Art Through the Ages (History)



Objectives:

- Knowledge: Students will research art movements in order to gain inspiration for their own artwork.
- Skill: Students will be able to understand art movements in order to create artwork intertwined to another artists style.
- Attitude: Students will choose an art movement that fascinates them in order to analyze the time period, culture, and society of that movement.

Habits of Mind: 5,8,10,11,12,16

Elements and Principles:

- (E) Consider All
- (P) Consider All

Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

Timeline (per class):

- 1) **10 min. Intro- Art Movements**
30 min. Studio Time (Choose movement/Sketch)
5 min. Clean Up
- 2) **5 min. Discussion on HW (Finished Sketches)**
30 min. Studio Time (Start Final Piece)
10 Min. Clean Up
- 3) **5 min. Discussion on HW (Final Piece)**
35 min. Presentations/Group Critique
5 min. Clean Up

Materials:

- Pencils/erasers
- Paper
- Books
- Art Boards
- Canvases/Brushes
- Water
- Markers
- Pastels
- Acrylic Paint
- Watercolor
- Gouache
- Clay (self drying)

Assessment:

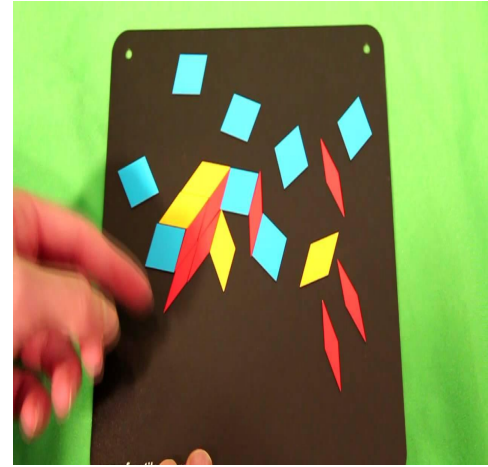
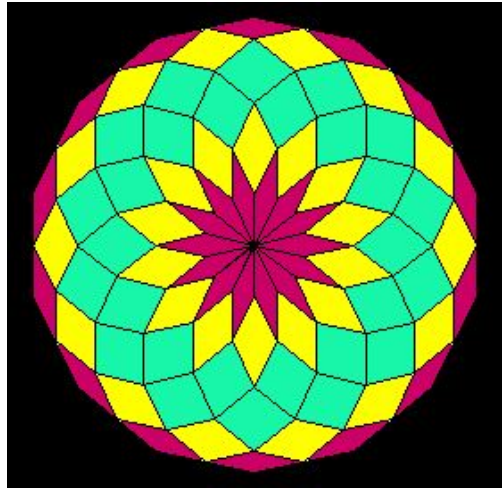
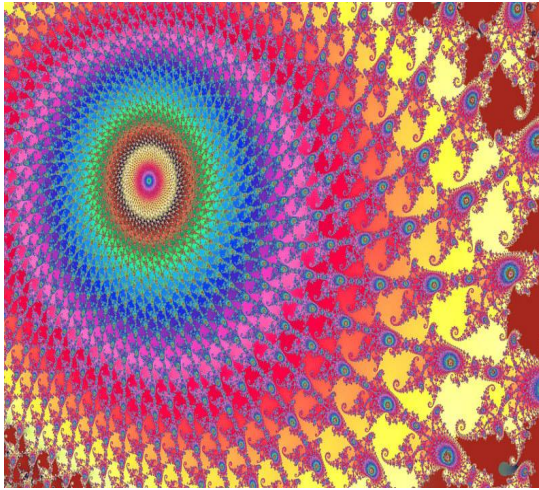
- Group Critique
- Rubric graded on the completion of lesson goals, objectives, and class participation during lessons and class critique

Prior Knowledge:

- study of art movements
-

Cost: \$

Lesson 3: Fractiles (Math)



Fractiles: each of any set of values of a variate which divide a frequency distribution into equal groupings, each containing the same percentage of the total population.

Goal: Understand the math behind fractal images and use that knowledge to create cut-paper fractal artworks using geometric shapes and a limited color palette.

Artist: Kevin Mercer (cut-paper artist)

Lesson 3: Fractiles (Math)



Objectives:

- Knowledge: Students will study fractions in order to understand geometric patterns.
- Skill: Students will create geometric shapes in order to formulate paper-cut fractal images.
- Attitude: Students will choose a specific color palette in order to think critically about color placement in a composition.

Habits of Mind: 1, 2, 6, 8, 9

Elements and Principles:

- (E) Line, Shape, Space, Unity
- (P) Repetition, Contrast, Balance

Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

Timeline (per class):

- 1) **5 min. Intro- Fractiles, Geometry**
5 min. Demo on cut-paper
30 min. Studio Time (cutting shapes/sketch designs)
5 min. Clean Up
- 2) **5 min. Discussion of HW (Fractal Designs on Paper)**
35 min. Studio Time (Start Final Piece)
5 Min. Clean Up
- 3) **5 min. Discussion on HW (Final Piece)**
35 min. Presentations/Group Critique
5 min. Clean Up

Materials:

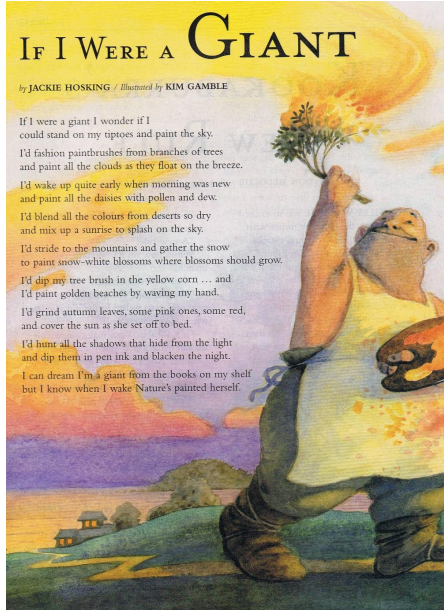
- Color Paper
- Pencils/erasers
- Rubber Cement
- Glue Sticks
- Scissors
- Rulers
- Sketch Paper

Assessment:

- Group Critique
- Rubric graded on the completion of lesson goals, objectives, and class participation during lessons and class critique

Cost: \$

Lesson 4: Poetry & Short Stories (Writing)



"and I recognized the bird with the yellow sparrow hawk's head. In the dying embers, red and gold threads ran together into nets. Letters of the alphabet appeared, memories of faces, animals, plants, worms and snakes. As I emerged from my reveries I looked at my companion, his chin resting on his fists..."



Goal: To write a short story and/or poem with a spot illustration describing the writing.

Artist: Shell Silverstein (Where the Sidewalk Ends)

Lesson 4: Poetry & Short Stories (Writing)



Objectives:

- Knowledge: Students will analyze short stories/poetry in order to understand their format of writing.
- Skill: Students will be able to write poetry/short stories in order to design a splash illustration.
- Attitude: Students will choose a style of writing in order to convey a message or narrative.

Habits of Mind: 3, 4, 5, 11, 14, 15, 16

Elements and Principles:

- (E) Color, Line, Unity
- (P) Repetition, Balance, Space

Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

Timeline (per class):

- 1) **10 min. Intro- Poetry/Short Stories**
30 min. Reading poems/stories & write/sketch
5 min. Clean Up
- 2) **5 min. Discussion of HW (Poem/Story)**
35 min. Studio Time (Start Final Piece)
5 Min. Clean Up
- 3) **5 min. Discussion on HW (Final Piece)**
35 min. Presentations/Group Critique
5 min. Clean Up

Materials:

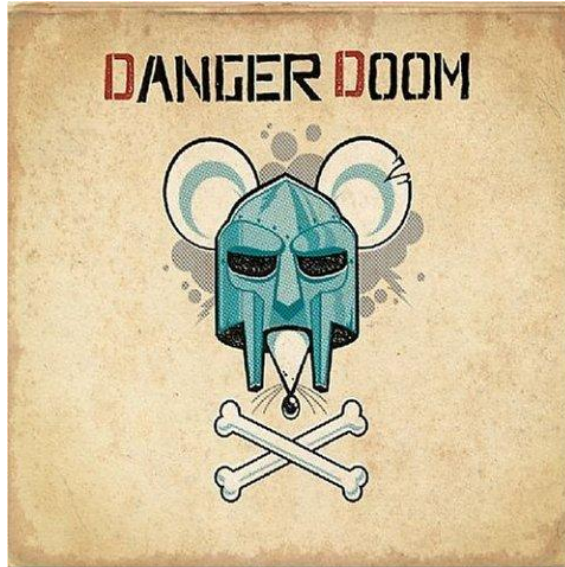
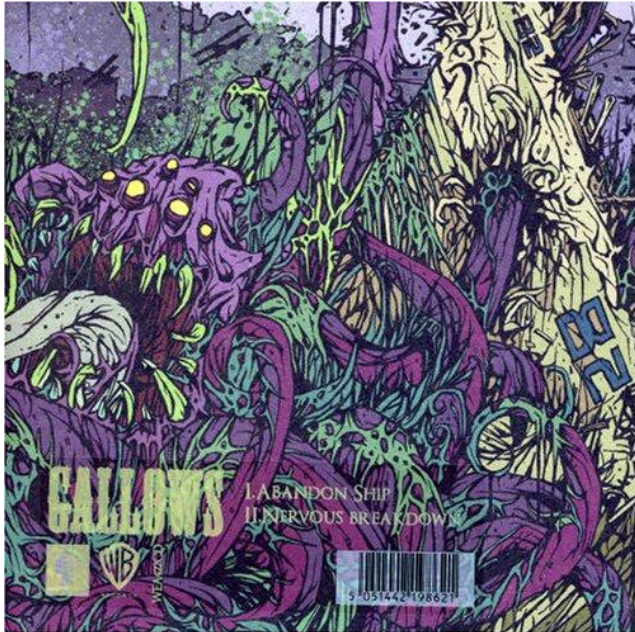
- Paper
- Pencil/Eraser
- Markers
- Rulers
- Watercolor
- Acrylic Paint
- Water
- Brushes
- Pastels
- Books

Assessment:

- Group Critique
- Rubric graded on the completion of lesson goals, objectives, and class participation during lessons and class critique

Cost: \$

Lesson 5: Album Cover Art (Music)



Goal: To design an illustration for an album cover that is of great interest to each student.

Artist: Stanley Donwood (All of Radiohead's Albums)

Lesson 5: Album Cover Art (Music)



Objectives:

- Knowledge: Students will research album covers in order to understand format of cover art.
- Skill: Students will be able use graphic design skills in order to create cover art.
- Attitude: Students will choose an album cover in order to showcase imagery that reflects the music on the album.

Habits of Mind: 3, 5, 8, 11, 15

Elements and Principles:

- (E) Color, Line, Space, Shape
- (P) Repetition, Contrast, Balance

Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

Timeline (per class):

- 1) **10 min. Intro- Album Cover Artwork**
30 min. Studio Time: Brainstorm/Sketch
5 min. Clean Up
- 2) **5 min. Discussion of HW (Album Sketch)**
35 min. Studio Time (Start Final Piece)
5 Min. Clean Up
- 3) **5 min. Discussion on HW (Final Piece)**
35 min. Presentations/Group Critique
5 min. Clean Up

Materials:

- Paper
- Pencil/Eraser
- Markers
- Rulers
- Watercolor
- Acrylic Paint
- Water
- Brushes
- Pastels
- Album Covers
- Art Boards

Assessment:

- Group Critique
- Rubric graded on the completion of lesson goals, objectives, and class participation during lessons and class critique

Cost: \$

Lesson 6: The Camera (Technology)



Goal: To explore the many types and forms of photography that has been developed over the years.

Artist: Katie Sadie (35mm, 120mm color and black/white photography, city scenes)

Lesson 6: The Camera (Technology)



Objectives:

- Knowledge: Students will study photography in order to understand the progression of camera technology.
- Skill: Students will be able to use cameras in order to create various forms of photography.
- Attitude: Students will choose cameras/photography techniques in order to analyze the differences and similarities in various cameras.

Habits of Mind: 2, 4, 6, 7, 15, 16

Elements and Principles:

- (E) Color Line, Space
- (P) Balance, Contrast, Emphasis

Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

Timeline (per class):

- 1) **5 min. Intro- 35mm Camera/Digital**
35 min. Exploring school/taking pictures
5 min. Clean Up
- 2) **5 min. Discussion of HW (Phone Pictures)**
35 min. Studio Time (Developing Film)
5 Min. Clean Up
- 3) **15 min. Matting Photos (3 Photos max)**
30 min. Presentations/Group Critique

Materials:

- 35mm Cameras/film
- Pencils/erasers
- Rubber Cement
- Digital Cameras
- Scissors
- Rulers
- Enlarger
- Darkroom/Chemicals
- Matt Boards
- Developing tubs
- Tongs
- Developing Paper

Assessment:

- Group Critique
- Rubric graded on the completion of lesson goals, objectives, and class participation during lessons and class critique

Cost: \$\$\$

References

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