

M.O.E. STRATEGIC OBJECTIVE #2: To maximize the percentage of Jamaican children and youth who have access to and/or attachment to quality care, stimulation, education and/or training (0 - 29 years).

M.O.E. STRATEGIC OBJECTIVE #6: To maximize the percentage of Jamaican educational programs and institutions that meet prescribed standards of quality.

TERM 1 LESSON OUTLINE PLAN 2023-2023

GRADE 8

TEACHERS: MRS. L.CRANSTON-BENNETT, MRS. SALMON & MS. HATSHEPTWA

SUBJECT: VISUAL ART

SUGGESTED TIME	TOPIC		SPECIFIC OBJECTIVES	ASSIGNMENT /ASSESSMENT
1 WK	1 INTRODUCTION AND EXPECTATIONS		<p>To be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rules for class are established by teachers including safety precautions. (In the interest of time). <input type="checkbox"/> Teacher will read one of the motivational quotes and have students express their views about it – these questions will be in relation to our school’s theme and goal for Vision 2030. <input type="checkbox"/> Students will record in their note books the topics to be covered for Term I (Christmas Term) <input type="checkbox"/> Students will answer questions about the elements and principles of Art in order for teacher to get an idea of the knowledge base of the students (diagnostic quiz). <input type="checkbox"/> Revision of End of Year Exam Papers 	Diagnostic Test
1 WK	2 LEARNING FROM THE MASTERS	PART 1: APPROPRIATION IN ART	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the ways in which an imitation is created and why <input type="checkbox"/> Define the term Pastiche <input type="checkbox"/> Define the term Appropriation <input type="checkbox"/> Explain the Artist’s intentions in appropriation <input type="checkbox"/> Compare an original painting/artwork with appropriated artwork. 	Homework: <i>Revise and state the elements and Principles of Art in the Starry Night Painting.</i>

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<p>2 WKS</p>		<p>PART 2: EXAMINING AND RECREATING ARTWORK</p>	<p><input type="checkbox"/> Discuss Copyrights and tips to avoid Art Plagiarism.</p> <p><input type="checkbox"/> Examine and discuss the use of elements and principles of design in works created by the 20th Century artist Vincent Van Gogh</p> <p><input type="checkbox"/> State three Characteristics of Post-Impressionism</p> <p><input type="checkbox"/> Create an appropriated painting using the style of master painter Vincent Van Gogh to reflect a theme of your choice.</p>	<p>Class work/Homework: Name of Assessment 1: <i>Appropriated Starry Night Painting</i></p> <p>Weighting: <i>the averaged is found for all assignments at the end of the term/ each assignment is marked out of 100</i></p>
<p>2 WKS</p>		<p>PART 1: THE IMPORTANCE AND EMERGENCE OF ART MOVEMENTS</p> <p>PART 2: PRESENTATIONS OF ART MOVEMENTS</p>	<p><input type="checkbox"/> list the various art movements of the twentieth century.</p> <p>The following movements include:</p> <ul style="list-style-type: none"> ● Impressionism ● Post Impressionism ● Expressionism ● Cubism ● Dada ● Surrealism ● Abstract Expressionism ● Pop Art <p><input type="checkbox"/> evaluate the common principles or philosophies that govern specific art movements.</p> <p><input type="checkbox"/> describe the impact of the various art movements on local artists.</p> <p><input type="checkbox"/> compare and contrast the use of elements and principles in selected twentieth century Art</p> <p><input type="checkbox"/> Group work- Students will be placed in groups and do a 5 minute presentation on a movement in Art.</p> <p><input type="checkbox"/> Project: create a poster of the various art movements of the twentieth century within their timeline.</p>	<p>Class work: Discussion</p> <p>Assessment: 3 Class work /Homework Art Movements Timeline Art Movements Presentations</p> <p>Weighting: <i>the averaged is found for all assignments at the end of the term/ each assignment is marked out of 100</i></p>

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1			Collection of	
WK			Revision Week for Test	
1 WK OCT 23- 27			Six Weeks Standardized Test	Assessment 2: Test-GRADED
1 WK	PORTRAITURE	<input type="checkbox"/> Accurately use construction lines to identify the features of the face <input type="checkbox"/> Research and define the terms portrait and figure drawing <input type="checkbox"/> Use construction lines to establish the features of the face		Assessment: 3 Class work /Homework Baloon Head activity, 1 Sketch <i>Weighting: the averaged is found for all assignments at the end of the term/ each assignment is marked out of 100</i>
2 WKS		<input type="checkbox"/> Draw a portrait using contour lines in the frontal view <input type="checkbox"/> Portraiture Collage <input type="checkbox"/> Differentiate between portrait and figure drawing <input type="checkbox"/> Use contour lines to draw the human figure <input type="checkbox"/> Research and define the term figure drawing		Assessment: 3 Class work /Homework Bring a printed picture of a portrait to be torn and used as apart of a collage. <i>Weighting: the averaged is found for all assignments at the end of the term/ each assignment is marked out of 100</i>

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1			Six Weeks Standardized Test	
<p>WK Nov 27-Dec 1</p>				Test- GRADED
			Total Weeks 12	