

**UNIFIED ARTS
COURSE PROFICIENCY OUTLINE
ARTS AWARENESS, GRADE 8**

PURPOSE

Arts Awareness is an interdisciplinary study of the fine arts disciplines of music and visual arts with integration of theater, cinema, and dance when appropriate. This course provides students the basic knowledge, perceptual and applied skills necessary for developing an appreciation for each of the fine arts disciplines, revealing both the interrelationships and the uniqueness of each art form. Students will experience the visual and performing arts through demonstrations, presentations, live performances within the school setting that include concerts and school plays, and by doing creative projects in each subject area across three themes over the ten week course.

I. STUDENT OUTCOMES-STANDARDS

- A. 1.1.8.A-D Creative Process: Students will be able to demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.
- B. 1.2.8.A and B History of the Arts and Culture: Students will be able to understand the role, development and influence of the arts throughout history and across cultures.
- C. 1.3.8.A-D Performance: Students will be able to demonstrate good work habits and synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.
- D. 1.4.8.A and B Aesthetic Responses and Critique Methodologies: Students will be able to demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.

II. CONTENT

- A. Introductory Unit:
 - 1. Essential Questions-What are the fine arts? How are they alike or different?
 - 2. Students will be introduced to the elements and principles of art and music.
 - 3. Students will create journals to be used throughout the quarter in which they write responses to essential questions, sketch ideas, and compose music.
- B. Theme Unit 1-Self, Beauty, Ego:
 - 1. Essential Questions: What is beauty? What makes something beautiful? Who are you? What internal/external forces shape you?
 - 2. Analyze and critique artistic and cultural examples relating to unit theme. View works of art and listen to music considered beautiful.
 - 3. Create artistic responses to unit theme. These may include self-portraits and henna hand painting designs.
 - 4. Collaborate on a culminating creative project as a final synthesis of unit theme. Compare and contrast the visual and performing arts in a venn diagram.
- C. Theme Unit 2-Human Emotion:
 - 1. Essential Questions: How do we express emotion? What are the boundaries for expressing emotion and why are they drawn as they are? How has emotion inspired creative and social movements?
 - 2. Analyze and critique artistic and cultural examples relating to unit theme such as abstract expressionism, rap, silent films, Fantasia 2000, Blue Man Group and opera.

3. Create artistic responses to unit theme. These may include improvisation in drama, creating theme and variation in music, relationship of color to emotion, artwork in the style of graffiti artists, or facial expressions as a sign of emotion.
4. Collaborate on a culminating creative project as a final synthesis of unit themes. This may include writing and performing a piece of poetry about themselves, creating a CD/Video depicting music that represents emotions, or composing a piece of music or creating a dance and performing it for the class.

D. Theme Unit 3-Change and the Future

1. Essential Questions: What will the future of our society look like? What will your own personal future look like? What outside influences have determined the way you conceive of your future? How do we/can we deal with changes in our lives
2. Analyze and critique artistic and cultural examples relating to unit theme. These may include calendars, Nostradamus, "Oh the Places You'll Go," science fiction or Michael Jackson's "Man in the Mirror."
3. Create artistic responses to unit theme. These may include creating a drawing of what you will look like in the future as compared to your earlier self-portrait, creating a montage of how each students' musical tastes have changed or a tri-fold brochure with past, present and future.
4. Collaborate on a culminating creative project as a final synthesis of unit themes. This may include creating a time capsule .

III. **EVALUATION**

- A. Students will be expected to attend class regularly and adhere to teacher directions.
- B. Students will be expected to complete classwork, homework, projects and reports. Opportunities will be provided that allow students to make up the work missed.
- C. Students will be expected to demonstrate an acceptable level of proficiency in all of the goals and objectives of the course within the previously defined content and instructional areas.
- D. The evaluation of student proficiencies shall consist of quizzes, written assignments, and/or projects, which must be completed to the best of each student's demonstrated ability. Teacher daily observations of the student's proficiencies, involvement, and learning within the class activities and in the classroom environment will also be considered.
- E. The final grade represents the teacher's professional judgment as to what the student has contributed and/or achieved. The aforementioned requirements will represent the basis for this judgment.

Revised: September 2010.