Identity and New Standards in the 8th Grade Art Curriculum

NAEA 2017 - NYC
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• Curriculum review process
• Classes:
  – Once a week
  – 55 minutes
  – One quarter
Why Identity?

• Broad theme that can be explored in multiple ways
• Appeals to the Middle School student
• It has been explored by different artists
Self-Portrait

Standards:

• Document early stages of the creative process visually and/or verbally in traditional or new media.
• Demonstrate technical skills and craftsmanship when creating artworks.
• Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
• Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
Essential Questions

• How does knowing traditions of art forms help us create works of art?
• How do artists grow and become accomplished in art forms?
• How can the viewer “read” a work of art as a text?
• How do people contribute to the awareness and understanding of their lives and the lives of their communities through art-making?
• How does art help us understand the lives of people of different times, places, and cultures?
Art Analysis

• Self-Portraits Presentation
• Art Analysis using Feldman Model
• **Self-Portrait**
• **Steps:**
  – Draw a face
  – Watch a tutorial and draw a face
  – Practice shading with charcoal
  – Draw self-portrait from a black & white picture
  – Create sketch for final work
  – Share with a colleague – feedback
  – Improve sketch
  – Final Work
  – Reflection
Peer Feedback Prompts

• In which ways the background represents the person?
• What do you like about the idea?
• How can the idea be improved?
Group Identity Unit

Standards:

• Make art collaboratively to reflect on and reinforce positive aspects of group identity.

• Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
Essential Questions

• How does collaboration expand the creative process?
• How does collaboratively reflecting on a work help us experience it more completely?
• How do artworks presented, cultivate appreciation and understanding?
Group Identity

Group Identity Handout

Steps:
• Group List
• Individual sketches
• Final sketch
• Artwork
• Write narratives
• Self-reflection on collaboration
• Exhibition
Group Identity
“My group and I decided to do our project about Netflix because we had many topics which were similar, but we were able to incorporate all of these topics within our Netflix project. Therefore, food, sleep and watching series on Netflix were incorporated into our 3D project. When deciding what to do, we wanted to do something more than just a logo or some food, we wanted to make it seem realistic and similar to how it is in real life when being done. So we decided to bring the elements to life, which means bring them to school. Due to that, incorporate a pillow, a popcorn cup and a coke bottle into the main setting, which is the love for Netflix.

When building and creating our project there were a lot layers, steps and it took a lot of patience with our partners and some collaboration. First, we built a cardboard box and painted it black. Then we all brought the supplies we needed to bring which meant, a coke bottle, and a pillow. We cut the Netflix logo and colored it red, which was later on glued to the cardboard and looked like a screen watching Netflix. After that we glued a pillow in a position close to the TV, which represented our love towards sleeping. We had no popcorn cup or fake popcorn, however we made our own popcorn coloring paper and cutting, which later on was glued in the popcorn cup we had created. Lastly, we glued the popcorn and its cup, and we glued our coke bottle near it. In the end, it looked like a great composition, like a store display, with many sponsors.

With this project I learned how 3D pieces of art have a lot more emphasis and that it is a lot more important to cooperate in a group project then only tell people what to do. It was hard to accomplish some of its parts, but in the end it worked out and was a very interesting group project and distribution.”

Hanna
Group Identity
Our Pizza

“his pizza represents the things that Camila, Fefe, and I have in common. Out of all the things we might have in common we chose to do a project about the types of food that all three of us like. Read along to find out more about the project.

We decided to do our group identity project about food because food is something that everyone likes. It’s a topic that you can play with and lets you incorporate it into many types of projects. This was a project that we thought would fit perfectly. I am not really that close to Camila and Fefe, so it was a good way to get to know each other better. When we had the topic chosen we just had to choose how we were going to incorporate the topic we had chosen into the project. A pizza was the creative way we decided to incorporate our topic.

We chose a pizza because it can have lots of toppings so the different foods we had in common we decided to put them on the pizza as the toppings. We just chose just some of the food that we thought would be fun to recreate...
...We decided to do the toppings 3D because if we just drew them it would be very boring. We decided to use different materials so it wouldn’t be plain. Some materials that we used were pipe cleaners, a box, paper, playdough and popsicle sticks.
Believe it or not we had some difficulties. A difficulty that we faced was that we didn’t know what colors to use to create a pizza dough color. It was hard but we just started mixing yellow and brown. Then when we finished mixing we decided if it needed more white or more brown. We also didn’t know how we were going to create the crust. We first thought we could do it with clay, but we decided to use tissue paper. Then we were going to roll the tissue paper into balls and then paint them, but Ms. Ana gave us the idea to just roll the paper into long strips, paint them, and then glue them with some glue, but in the end we were able to get passed our difficulties and finish the project.

This group identity project was a fun project that shares a little of what my group and I have in common. If I had to do this project again would just have added maybe more types of foods that we had in common and that would be it. It was a project that I personally enjoyed making and had a lot of fun. I hope that you also enjoy it.”

By Juliana
Group Identity
Group Identity
“For my group identity project, I worked with Olivia and Ines. We started by brainstorming ideas of things we liked to do, places we like, colors we like. And we had a list that only had things that the three of us liked. After that, we decided to make a tie-dye purple with white painting. When we were at the counter, we had all those colors in front of us, so we decided to use more colors making a more "exciting" piece of work. We decided to get many colors and splatter them on our piece of cardboard. Me and Ines didn't love it when we were almost done, so we had the idea to make a smaller piece of cardboard and put it in the middle, to take the focus from only the colors. We painted it, making a different texture, and wrote "love" in many different languages. We made a black border, and glued it to the original work. It looked a lot better. We had "love" written in so many different languages. Some we didn't even know existed before we put it in google translate.

We chose to put the word love because it is probably one of the most used words in the world. People use it everyday to their mothers, husbands, dads, wives, sons, daughters, etc. Basically to everyone they love and feel the need to express their love to. It is a very strong word, that has an extremely powerful meaning. It is a word that is used when you want to be very expressive and true. People have the option to say words like: adore, like, meaning that they care for that person, but if the person chooses to use "love" specifically, than its serious. Love is a word that Ines, Olivia and I like very much, so we chose it to translate and be at the center of the piece.”

Melissa
Group Identity
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Other layers:

- Name Magnet/Stencil
- Mandala
- Art from Music
Thank you for coming!