

# Curriculum Map

# Visual Art Grade 8

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>PERFORM:</b> <b>Standard 1</b> Students will understand and apply media, techniques, and processes. <b>Standard 2</b> Students will use knowledge of structures and functions.			
<b>Classroom Procedures</b>	Discuss and practice procedures.	Demonstrate consistency following procedures.	<b>Website:</b> <ul style="list-style-type: none"> <li><a href="http://www.theartofed.com/2010/12/06/improve-classroom-management-in-the-art-room-today/">http://www.theartofed.com/2010/12/06/improve-classroom-management-in-the-art-room-today/</a></li> </ul>
<b>Art Elements</b>	Create a 2D design composition using text (e.g., letters of name, etc.).  Draw a self-portrait depicting emotion through color.	Using pre and post assessments, demonstrate improved use of Elements of Art in 2D compositions.  Demonstrate an understanding of 2D design compositions using the following 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>Form</li> <li>Space</li> </ul>	Teacher and student-created examples illustrating the effective use of the elements of art and/or principles of design within works of art.  <b>Artwork/Artists:</b> <i>Composition II in Red, Blue and Yellow</i> , Piet Mondrian <i>Woman with Parasol</i> , Monet <i>The War</i> , Chagall  <b>Websites:</b> <ul style="list-style-type: none"> <li><a href="http://www.projectarticulate.org/principles.php">http://www.projectarticulate.org/principles.php</a></li> <li><a href="http://www.incredibleart.org/files/elements2.htm">http://www.incredibleart.org/files/elements2.htm</a></li> </ul>
<b>Media, Tools, Techniques, and Processes in 2D Design Drawing</b>	Draw a landscape composition, using ink and a drawing tool (e.g. pen, stick, etc.) to illustrate shading techniques.  Draw a single object fruit composition using a direct light source and the cross-hatching technique.  Create a pencil drawing of a shoe that shows	Using pre and post assessments, demonstrate improved use of tonal shading, cross-hatching/hatching, and stippling in 2D compositions.  Demonstrate an understanding of 2D drawing techniques of shading using: <ul style="list-style-type: none"> <li>Blending (tonal) shading</li> </ul>	<b>Websites:</b> <ul style="list-style-type: none"> <li><a href="http://www.tothepointdesign.com/stippling_demo.htm">http://www.tothepointdesign.com/stippling_demo.htm</a></li> </ul> <b>Artwork/Artists:</b> <i>Iron Bridge</i> , van Gogh <i>Circus</i> , Seurat

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	the blending (tonal) technique of shading [using at least five different values].	<ul style="list-style-type: none"> <li>Hatching/crosshatching</li> <li>Stippling</li> </ul>	
<b>2D Design Grouped Objects</b>	2D design still life (grouped objects) that creates the illusion of depth, incorporating the use of shape to form.	<p>Pre and Post assessment of still life illustrating growth in understanding of shape to form, compositional arrangement and value.</p> <p>Demonstrate an understanding of 2D still life (grouped objects) composition drawing by using the following compositional aspects:</p> <ul style="list-style-type: none"> <li>Format</li> <li>Shape to form concepts</li> <li>Alignment/axis lines</li> <li>Blocking in</li> <li>Scale and proportion</li> <li>Positive and negative shapes/space</li> <li>Escaping or touching all sides-filling the picture plane</li> <li>Overlapping</li> <li>Diminishing sizes</li> <li>Placement on picture plane</li> <li>Gradation of value using tonal shading</li> </ul>	<p><b>Artwork/Artists:</b></p> <p><i>Still Life With Drinking Horn</i>, Willem Kalf</p> <p><i>The Lobster</i>, Arthur Dove</p> <p><i>Still Life - Fruit, Bottles</i>, William Johnson</p> <p><i>Delphiniums and Roses on Glass</i>, Carolyn Brady</p>
<b>Figure Drawings</b>	<p>Create gesture drawings of the human figure in different poses.</p> <p>Draw a human figure in three different poses (5 minute gestures/sketches).</p>	<p>Pre and post assessments to illustrate growth in technique for creating figurative work:</p> <ul style="list-style-type: none"> <li>Gestural drawings</li> <li>Blocking in</li> <li>Basic forms &amp; volume</li> <li>Axis lines/cross reference of axis points to determine scale and proportion and foreshortening</li> <li>Scale &amp; proportion</li> <li>Shading</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li><a href="http://drawinglab.evansville.edu/">http://drawinglab.evansville.edu/</a></li> <li><a href="http://drawsketch.about.com/od/drawinglessonsandtips/ss/gesturaldrawing.htm">http://drawsketch.about.com/od/drawinglessonsandtips/ss/gesturaldrawing.htm</a></li> </ul>

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<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Apply and articulate subjects, themes, and symbols in works of art in an effective manner.</b>	Select appropriate media, techniques, and processes to create intended meaning and desired effect in a work of art.	Using written or recorded means, students must articulate and convey understanding of the concepts, skills and media they employed to create their works of art.	<b>Websites:</b> Artist Statements: <ul style="list-style-type: none"> <li>• <a href="http://www.artstudy.org/art-and-design-careers/artist-statement.php">http://www.artstudy.org/art-and-design-careers/artist-statement.php</a></li> <li>• <a href="http://centralartblog.blogspot.com/2012/11/how-to-write-and-artist-statement.html">http://centralartblog.blogspot.com/2012/11/how-to-write-and-artist-statement.html</a></li> </ul>
<b>RESPOND: Standard 4</b> Students will understand the visual arts in relation to history and cultures. <b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<b>Critiquing Process</b>	Critique art prints to identify master artists' use of elements and principles, shape to form, perspective, figure drawings and portraiture.	Record students throughout the year critiquing their personal work, peer's work and the work of master artists. Look for growth in use of vocabulary and depth of conversation.	<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.spearsartstudio.com/artcriticism.html">http://www.spearsartstudio.com/artcriticism.html</a></li> </ul>
<b>CONNECT: Standard 6</b> Students will make connections between visual arts and other disciplines.			
<b>CCSS ELA-Literacy. CCRA.R.9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  <b>CCSS.Math.Practice.MP.1.</b> Make sense of problems and persevere in solving them.	Provide two grade appropriate biographical texts for students to compare and contrast.	Using text-based questions in a pre and post-test, assess student knowledge regarding specific artists or art periods.	<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.incredibleart.org/links/artists_female.html">http://www.incredibleart.org/links/artists_female.html</a></li> </ul> <b>Interdisciplinary Connections:</b> <b>Math:</b> Parts-to-whole relationships in drawing relate to "big picture" understanding of geometry and algebra equations; Linear perspective in art relates to math (scale and proportion); measurements  <b>Science:</b> Color theory, problem solving; Figure studies relate to skeletal structures of people/ animals; rain forest and science of photography (art prints), Symmetry in the natural environment, human/ animal forms, and natural patterns; optical illusions, suspension bridges, plants

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			<p><b>Technical Careers:</b> Design relates to many careers (i.e., fashion designer, interior designer, graphic designer, florist)</p> <p><b>Social Studies:</b> Cultural diversity, point of view, unity relates to unified structures in all disciplines</p> <p><b>Language Arts:</b> Compositions/parts-to-whole aspects relate to similar structural designs in literary works; Surrealism as an art style relates to poetry and other forms of writing influenced by this style; biography/ autobiography, elements of fiction parallel elements of design</p>
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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>PERFORM:</b> <b>Standard 1</b> Students will understand and apply media, techniques, and processes.</p> <p><b>Standard 2</b> Students will use knowledge of structures and functions.</p>			
<p><b>Creating Portrait Self-Portraits</b></p>	<p>Draw a portrait self-portrait.</p>	<p>Have students create a “before” self-portrait drawing. This drawing will illustrate their existing drawing knowledge and skills. After the final portrait assignment is complete, have the students compare the two drawings to document growth.</p> <p>Demonstrate an understanding of drawing correctly proportioned portraits and self-portraits using the following:</p> <ul style="list-style-type: none"> <li>• Oval shape for outline of face</li> <li>• Axis lines for symmetry of face</li> <li>• Ellipse lines (used to create proportional divisions of the face)</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• Rembrandt van Rijn <a href="http://www.rembrandtpainting.net/rembrandt_self_portraits.htm">http://www.rembrandtpainting.net/rembrandt_self_portraits.htm</a></li> <li>• <i>Charles IV of Spain and His Family</i> (1800), Francisco Goya <a href="http://en.wikipedia.org/wiki/File:Francisco_de_Goya_y_Lucientes_054.jpg">http://en.wikipedia.org/wiki/File:Francisco_de_Goya_y_Lucientes_054.jpg</a></li> <li>• Chuck Close - <i>Creating Enlarged Images Using the Grid System</i> <a href="http://upload.wikimedia.org/wikipedia/en/8/8a/Chuck_Close_1.jpg">http://upload.wikimedia.org/wikipedia/en/8/8a/Chuck_Close_1.jpg</a> <a href="http://upload.wikimedia.org/wikipedia/en/a/a/Chuck_Close_2.jpg">http://upload.wikimedia.org/wikipedia/en/a/a/Chuck_Close_2.jpg</a></li> </ul>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<ul style="list-style-type: none"> <li>• Accurate proportions</li> <li>• Shape to form relationships</li> </ul>	
<b>One-point and Two-point Linear Perspective</b>	<p>Draw an interior design using a point linear perspective.</p> <p>Create a cityscape drawing two point linear perspective.</p>	<p>Have students create a “before” drawing illustrating their existing knowledge and skills of one point and two point linear perspective. Compare these drawings to the end product to document growth.</p> <p>Demonstrate an understanding of one and two point linear perspective drawings by using the following:</p> <ul style="list-style-type: none"> <li>• Objects above, on and below eye level</li> <li>• Horizon line</li> <li>• Vanishing point[s]</li> <li>• Parallel lines</li> <li>• Converging lines</li> <li>• Ellipse lines/shapes to depict foreshortened objects above, and below eye level</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://daphne.palomar.edu/design/space2.html">http://daphne.palomar.edu/design/space2.html</a></li> <li>• <a href="http://thevirtualinstructor.com/twopointperspective.html">http://thevirtualinstructor.com/twopointperspective.html</a></li> <li>• <a href="http://library.thinkquest.org/C005470F/technique/perspective.html">http://library.thinkquest.org/C005470F/technique/perspective.html</a></li> </ul> <p><b>Artwork/Artists:</b>  <i>Christina's World</i>, Wyeth  <i>Trains du Soir</i>, Paul Delvaux  <i>Ralph's Diner</i>, Ralph Goings</p>
<b>Creating Enlarged Images Using the Grid Method</b>	Reproduce and enlarge magazine photograph.	<p>Demonstrate an understanding of how to accurately enlarge a drawing of an image based on a 1:3 ratio grid framework:</p> <ul style="list-style-type: none"> <li>• Correctly transfer original 1” image to 3” picture plane</li> <li>• Replicate contour lines (following horizontal/vertical planes, variety of line quality, variation of values and shading)</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.incredibleart.org/lessons/middle/array-valuegrid.htm">http://www.incredibleart.org/lessons/middle/array-valuegrid.htm</a></li> <li>• <a href="http://www.sfmoma.org/explore/multimedia/videos/534">http://www.sfmoma.org/explore/multimedia/videos/534</a></li> </ul> <p>Source images for enlarging: student-created photographs or magazine newspaper photos</p>

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Thumbnail sketches</b>	<p>Students will create a set amount of “thumbnail” sketches in advance of a long-term art project in order to settle on the best solution to the design problem. Students should be encouraged to share these ideas with classmates in order to get feedback on their ideas.</p> <p>It is highly recommended that students complete weekly sketchbook assignments throughout the course of the school year.</p>	<p>Students will be able to produce a number of unique solutions to a design problem. Over the course of the school year, students should show improvement in their ability to create multiple solutions to an art problem and be able to discuss their choices either in written form or verbally.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.finearttips.com/2010/11/5-unique-ways-to-brainstorm-out-of-a-creative-rut/">http://www.finearttips.com/2010/11/5-unique-ways-to-brainstorm-out-of-a-creative-rut/</a></li> <li>• <a href="http://www2.newton.k12.ma.us/~ron_morris/The%20Art%20Process%20&amp;%20Brainstorming">http://www2.newton.k12.ma.us/~ron_morris/The%20Art%20Process%20&amp;%20Brainstorming</a></li> <li>• Information on Thumbnail Drawings: <a href="http://drawsketch.about.com/library/bl-thumbnail-sketching.htm">http://drawsketch.about.com/library/bl-thumbnail-sketching.htm</a></li> <li>• Leonardo da Vinci sketchbooks <a href="http://www.amazon.com/Artists-Journal-Sketchbooks-Exploring-Creating/dp/1592530192">http://www.amazon.com/Artists-Journal-Sketchbooks-Exploring-Creating/dp/1592530192</a></li> <li>• <a href="http://www.artonomy.co/2012/04/18/your-artists-sketchbook-10-tips-for-creativity/">http://www.artonomy.co/2012/04/18/your-artists-sketchbook-10-tips-for-creativity/</a></li> </ul> <p>Master artist sketchbooks (teachers have liberty to make specific selections)</p>
<b>Explaining Visual Art Choices</b>	<p>Students will defend their design solution within the context of a critique. Students will also offer feedback to other students’ work and ideas within the context of a critique.</p>	<p>Students should be able to fluently express their reasoning for why they settled on their final idea for their project. Students should also be able to fluently express their constructive criticisms of their classmates work.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.goshen.edu/art/ed/critique1.html">http://www.goshen.edu/art/ed/critique1.html</a></li> <li>• <a href="http://apcentral.collegeboard.com/apc/members/homepage/35112.html">http://apcentral.collegeboard.com/apc/members/homepage/35112.html</a></li> <li>• <a href="http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx">http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx</a></li> </ul>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>RESPOND:</b> <b>Standard 4</b> Students will understand the visual arts in relation to history and cultures. <b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<b>Report on the historical and cultural contexts of given artwork.</b>	<p>Assign or give students a choice of several artists to research. Assess student knowledge prior to their independent or group investigation. Students can write a summary and give examples of exemplary artworks by their chosen artist and how they fit into history and culture and vice versa.</p> <p>Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts &amp; Writing curricula.</p>	<p>Student writing should demonstrate knowledge of a particular artist's biography and be able to clearly identify ways in which that work was influenced by the history and culture of the time period in which it was produced.</p> <p>Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).</p>	<p><i>Art Teacher's Book of Lists</i> - lists pertaining to artists from particular places, time periods, artistic styles, etc.</p> <p>Relevant works by master artists</p>
<b>Evaluate the characteristics of artwork in various eras and cultures.</b>	<p>Students will use the art criticism process of "describe, analyze, interpret, judge" in order to "dissect" works of art from various eras and cultures.</p>	<p>Students will show evidence of effectively utilizing the art criticism process in order to enhance their understanding and comprehension of works of art from various eras and cultures.</p> <p>Teachers may wish to have students keep a writing portfolio or record various critiques/discussions so that students and teachers can monitor growth (post - post assessments).</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm</a></li> <li>• <a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a></li> </ul> <p>Relevant works by master artists (teacher has liberty to make specific selections)</p>
<b>Consider various interpretations of works of art.</b>	<p>Discuss how shape to form concepts, still life drawing, one and two-point perspective, figure/portrait and self-portrait drawing, and the elements and principles of design aspects are used in 2D design artworks and differentiate</p>	<p>Students will list multiple ways in which a work of art could be understood. Students could also work together in small groups to discuss the various ways in which the work of art could be understood. Students could look at a work of</p>	<p><b>Websites:</b></p> <p><a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm</a></p>

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	their purpose, themes, and meaning.	art through the “lens” of a particular group of people, time period, etc. Students could use deductive reasoning in order to construct knowledge about a particular time period based upon what was observed in the work of art.	<a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a>  Relevant works by master artists
<b>CONNECT: Standard 6</b> Students will make connections between visual arts and other disciplines.			
<p><b>CCSS.Math.Practice.MP3.</b> Construct viable arguments and critique the reasoning of others.</p> <p>Speculate as to how the unique characteristics of visual art improve comprehension in one other academic discipline (e.g., measuring skills / math; topography skills / social studies; parts-to-whole / English Language Arts).</p>	<p>Be able to identify the similarities &amp; differences between visual art and other disciplines.</p> <p>Identify and demonstrate how the visual arts are connected to other disciplines.</p>	<p>Students will show evidence of the use of other content areas within their own work in the visual arts - e.g. mathematics to measure, writing an artist’s statement, tying an artistic style or period of history, experimenting with new techniques and materials in a “scientific” sort of way (creating and testing hypotheses). Remember to use pre and post or post and post data to illustrate student growth.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.arteducators.org/research/InterArt.pdf">http://www.arteducators.org/research/InterArt.pdf</a></li> <li>• <a href="http://www.amazon.com/Bridging-Curriculum-Through-Interdisciplinary-Connections/dp/1562902709">http://www.amazon.com/Bridging-Curriculum-Through-Interdisciplinary-Connections/dp/1562902709</a></li> </ul> <p>Teachers may wish to make it a habit to plan with the regular classroom teachers in order to gain specific ideas regarding ways in which content from other content areas could be integrated into the visual arts.</p> <p>Relevant works by master artists</p>



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<b>PERFORM:</b> <b>Standard 1</b> Students will understand and apply media, techniques, and processes. <b>Standard 2</b> Students will use knowledge of structures and functions.			
<b>Compositions using Design Principles</b>	Create a story using visual elements [a narrative artwork that combines the art elements and art principles].	Pre (defining) and post examples of students exploring visual language.  Demonstrate an understanding of art design principles: Emphasis <ul style="list-style-type: none"> <li>• Size, color, shape, value, and placement on picture plane</li> <li>• Balance</li> <li>• Symmetrical/asymmetrical balance, visual balance, radial balance</li> <li>• Rhythm/Movement</li> <li>• Repetition of line, shape, color, value, texture and size</li> <li>• Ordered/random pattern</li> <li>• Unity</li> <li>• Repetition of elements</li> <li>• Order among elements</li> <li>• Color schemes</li> <li>• Harmony</li> <li>• Similarities of the elements</li> <li>• Variety</li> <li>• Differences among elements</li> </ul>	<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.slideshare.net/kpikuet/elements-and-principles-of-art-presentation">http://www.slideshare.net/kpikuet/elements-and-principles-of-art-presentation</a></li> <li>• Visual Storytelling Definition: <a href="http://en.wikipedia.org/wiki/Visual_narrative">http://en.wikipedia.org/wiki/Visual_narrative</a></li> <li>• <a href="http://www.brainpickings.org/index.php/2011/10/25/visual-storytelling-gestalten/">http://www.brainpickings.org/index.php/2011/10/25/visual-storytelling-gestalten/</a></li> <li>• <a href="http://www.visualstorytelling.com/">http://www.visualstorytelling.com/</a></li> </ul>
<b>Demonstrating Painting Knowledge and Skills: Techniques, Media, and Processes</b>	Create a collage composition.	Demonstrate an understanding of 2D artworks using the Elements and Principles of Design and utilizing a variety of media, tools, techniques and processes: <ul style="list-style-type: none"> <li>• Repetition of Elements (emphasis on</li> </ul>	<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://nwrain.net/~tersiisky/design/unity.html">http://nwrain.net/~tersiisky/design/unity.html</a></li> <li>• <a href="http://www.twistedvintagestudio.com/collage-tips-and-techniques.html">http://www.twistedvintagestudio.com/collage-tips-and-techniques.html</a></li> <li>• Picasso, Bearden collage, Schwitters</li> </ul>

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		color repetition) <ul style="list-style-type: none"> <li>• Use of Principles of Art</li> <li>• Manipulation of media and processes</li> </ul>	collages: <a href="http://www.nytimes.com/slide-show/2011/03/31/arts/design/20110401bear-den.html?_r=0">http://www.nytimes.com/slide-show/2011/03/31/arts/design/20110401bear-den.html?_r=0</a> <ul style="list-style-type: none"> <li>• <a href="http://www.artchive.com/artchive/S/schwitters.html">http://www.artchive.com/artchive/S/schwitters.html</a></li> <li>• <a href="http://www.moma.org/collection/theme.php?theme_id=10064">http://www.moma.org/collection/theme.php?theme_id=10064</a></li> </ul>
<b>Painting: Color Theory</b>	Create a unique color wheel (theme based).  Paint a still life of a single object repeated multiple times (e.g. three) that illustrates the understandings of: color modulation; mixed color, broken color, & pure color.	Demonstrate an understanding of the use of color theory within painting compositions (2D design artworks): <ul style="list-style-type: none"> <li>• Modulation [smooth blending of colors to create illusion of depth]</li> <li>• Mixed color [pure color + pure color to yield a new color]</li> <li>• Broken color [short strokes placed to create a blending effect]</li> </ul>	<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.glencoe.com/sites/common_assets/art/artquests/color_schemes.htm">http://www.glencoe.com/sites/common_assets/art/artquests/color_schemes.htm</a></li> <li>• <a href="http://www.colormatters.com/color-and-design/basic-color-theory">http://www.colormatters.com/color-and-design/basic-color-theory</a></li> <li>• <a href="http://www.makart.com/resources/artclass/c_schemes.html">http://www.makart.com/resources/artclass/c_schemes.html</a></li> </ul> <b>Artwork/Artists:</b> <i>The Blue Vase</i> , Paul Cezanne <i>Wheatfield with Cypresses</i> , van Gogh
<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Creating Compositions using Spatial Relationship Understandings</b>	Students will work independently to create a series of compositional thumbnail sketches of a landscape and/or interior space according to teacher-created criteria (e.g. the composition must have a building drawn in linear perspective, three of the same object, etc.). Students will then share their series of sketches with a partner or small group. Students will deliberate the effectiveness of the compositional sketches and come to a consensus as to which individual sketch is the most visually effective and WHY. (This activity could be done as a lead-in to Atmospheric and Linear Perspective under Q3 "Perform").	Students should be able to create multiple solutions to the design problem and discuss, in depth, the choices and problem solving techniques they used to arrive at the final product.  Students should be able to demonstrate fluency in use of art vocabulary terms in their deliberations with classmates and teacher.	<b>Websites:</b> <ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> <a href="http://www.finearttips.com/2010/11/5-unique-ways-to-brainstorm-out-of-a-creative-rut/">http://www.finearttips.com/2010/11/5-unique-ways-to-brainstorm-out-of-a-creative-rut/</a>  <a href="http://www2.newton.k12.ma.us/~ron_morris/The%20Art%20Process%20&amp;%20Brainstorming">http://www2.newton.k12.ma.us/~ron_morris/The%20Art%20Process%20&amp;%20Brainstorming</a></li> <li>• Information on Thumbnail Drawings: <a href="http://drawsketch.about.com/library/bl-thumbnail-sketching.htm">http://drawsketch.about.com/library/bl-thumbnail-sketching.htm</a></li> <li>• Leonardo da Vinci sketchbooks <a href="http://www.artonomy.co/2012/04/18/your-artists-sketchbook-10-tips-for-creativity/">http://www.artonomy.co/2012/04/18/your-artists-sketchbook-10-tips-for-creativity/</a></li> </ul>

# Curriculum Map

# Visual Art Grade 8

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>RESPOND:</b> <b>Standard 4</b> Students will understand the visual arts in relation to history and cultures. <b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<b>Compare similarities among differences between organizational structures in works of art.</b>	<p>Write a written comparison of 2D and 3D design artists and their differences in styles, themes, and symbols.</p> <p>Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts &amp; Writing curricula.</p>	<p>Through formal and informal written statements, students will demonstrate an understanding of styles, themes, and symbols within 2D design and 3D design artworks.</p> <p>Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm</a></li> <li>• <a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a></li> </ul> <p>Relevant works by master artists</p>
<b>Judge the effective use of subject matter, symbols, and ideas.</b>	<p>Evaluate and access artworks that illustrate an understanding of the strategies used in a successful critique of contributions of exemplary 2D design artists; use of a variety of media, tools, techniques, and processes; color theory.</p>	<p>Students will be able to efficiently and fluently utilize methods of criticism in order to analyze the contributions of exemplary 2D design artists; use of a variety of media, tools, techniques, and processes; color theory. Using audio devices or written exemplars assess student growth over time.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm</a></li> <li>• <a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a></li> </ul> <p>Relevant works by master artists</p>
<b>Examining historical &amp; cultural aspects</b>	<p>Critique works of art to identify / discuss contributions of exemplary 2D design and 3D design artists and their use of: painting &amp; knowledge skills; media, tools, &amp; techniques; color theory; shape-to-form concepts.</p> <p>Critique 2D and 3D design artworks to identify discuss the use of media, tools, technology, and processes.</p>	<p>Students will be able to efficiently and fluently utilize methods of criticism in order to analyze the contributions of exemplary 2D design and 3D design artists and their use of: painting &amp; knowledge skills; media, tools, &amp; techniques; color theory; shape-to-form concepts.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.goshen.edu/art/ed/critique1.html">http://www.goshen.edu/art/ed/critique1.html</a></li> <li>• <a href="http://apcentral.collegeboard.com/apc/members/homepage/35112.html">http://apcentral.collegeboard.com/apc/members/homepage/35112.html</a></li> <li>• <a href="http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx">http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx</a></li> </ul> <p>Relevant works by master artists</p>

# Curriculum Map

# Visual Art Grade 8

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>CONNECT: Standard 6</b> Students will make connections between visual arts and other disciplines.			
<p><b>Evaluate how cultural factors of time and place influence the meaning of artworks.</b></p>	<p>Write a summary of the influences of 2D and 3D design artists/artworks on history/culture and vice versa.</p> <p>Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt. scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts &amp; Writing curricula.</p>	<p>Through formal and informal written statements taken from pre and post instructional assessments, students will demonstrate an understanding of styles, themes, and symbols within 2D design and 3D design artworks.</p> <p>Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm</a></li> <li>• <a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a></li> </ul> <p>Relevant works by master artists</p>
<p><b>Interdisciplinary Connections</b></p>	<p>Demonstrate 2D and 3D design aspects within artworks and be able to identify the similarities and differences with other disciplines:</p> <ul style="list-style-type: none"> <li>• similarities &amp; differences among contributions of exemplary artists and their relationship to their disciplines</li> <li>• similarities &amp; differences among a variety of media, tools, techniques, and processes and their relationship to other disciplines</li> <li>• color theory relationships to other disciplines</li> <li>• spatial relationships to other disciplines.</li> </ul>	<p>Demonstrate an understanding of 2D and 3D design aspects within artworks and the similarities and differences with other disciplines. If students complete any written tasks to satisfy this learning target, teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.amazon.com/Bridging-Curriculum-Through-Interdisciplinary-Connections/dp/1562902709">http://www.amazon.com/Bridging-Curriculum-Through-Interdisciplinary-Connections/dp/1562902709</a></li> <li>• <a href="http://www.artofproblemsolving.com/Store/products/ktm3/exc2.pdf">http://www.artofproblemsolving.com/Store/products/ktm3/exc2.pdf</a></li> </ul>
<p><b>CCSS.ELA-Literacy.CCRA.R.4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Students will analyze the symbols, subject matter, and ideas present within a work of art to determine their meaning.</p>	<p>Students will demonstrate a deeper level of comprehension of a work of art after analyzing the symbols, subject matter, and ideas present within a work of art to determine their meaning.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm</a></li> <li>• <a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a></li> </ul> <p>Relevant works by master artists</p>

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# Visual Art Grade 8

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>PERFORM:</b> <b>Standard 1</b> Students will understand and apply media, techniques, and processes. <b>Standard 2</b> Students will use knowledge of structures and functions.			
<b>Spatial Relationships [illusion of depth/space on a 2D plane]</b>	Landscape painting.	<p>Pre assessments and post assessments will show growth and deeper understanding of the concepts of the illusion of depth.</p> <p>Demonstrate an understanding of illusion of depth/space incorporating the following in a composition:</p> <ul style="list-style-type: none"> <li>• Diminishing sizes</li> <li>• Division of picture plane</li> <li>• Horizon line</li> <li>• Placement of objects in picture plane</li> <li>• Atmospheric perspective/linear perspective               <ol style="list-style-type: none"> <li>1. Diminishing sizes</li> <li>2. Diminishing colors</li> <li>3. Diminishing values</li> <li>4. Detail/focus/illusion of haziness and distance</li> </ol> </li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://thehelpfulteacher.blogspot.com/2011/01/atmospheric-perspective.html">http://thehelpfulteacher.blogspot.com/2011/01/atmospheric-perspective.html</a></li> <li>• Pam Cobb paintings: <a href="http://www.jayetkingallery.com/cobb.html">http://www.jayetkingallery.com/cobb.html</a></li> </ul> <p><b>Artwork/Artists:</b> <i>Les Alcamps, van Gogh</i></p>
<b>3D design and sculpture</b>	Create a 3D form <a href="http://cdn.dickblick.com/lessonplans/convertible-canned-sculpture/convertible-canned-sculpture-convertible-canned-sculpture.pdf">http://cdn.dickblick.com/lessonplans/convertible-canned-sculpture/convertible-canned-sculpture-convertible-canned-sculpture.pdf</a>	<p>Pre assessments and post assessments will show growth and deeper understanding of the concepts of sculpture construction and design.</p> <p>Demonstrate an understanding of 3D sculpture and design through sculptural methods:</p> <ul style="list-style-type: none"> <li>• Modeling [manipulation of material]</li> <li>• Assembling [additive]</li> <li>• Carving [subtractive]</li> <li>• Construction</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.designer-daily.com/25-examples-of-great-architecture-2306">http://www.designer-daily.com/25-examples-of-great-architecture-2306</a></li> <li>• <a href="http://www.creativebloq.com/architecture/famous-buildings-around-world-10121105">http://www.creativebloq.com/architecture/famous-buildings-around-world-10121105</a></li> </ul> <p><b>Artwork/Artists:</b> <i>Fallingwater House/Guggenheim Museum, NYC, Frank Lloyd Wright</i> <i>Louvre Pyramid, I M Pei</i></p>

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>3D design in Architecture</b></p>	<p>Design and create a structure (corrugated cardboard, found objects, etc.).  <a href="http://cpgartlessons.blogspot.com/2013/02/corrugated-cardboard-sculpture-lesson.html">http://cpgartlessons.blogspot.com/2013/02/corrugated-cardboard-sculpture-lesson.html</a></p> <p>Design and create a building illustrating understanding of 3D design in architecture: form follows function; need of humans; needs of community; man-made / natural environments; scale and proportion; mathematics problem-solving skills.</p>	<p>Pre assessments and post assessments will include the drawing of a floor plan and elevation of structure.</p> <p>Demonstrate an understanding of 3D architectural design using the following:</p> <ul style="list-style-type: none"> <li>• Form follows function</li> <li>• Needs of humans</li> <li>• Needs of community/place</li> <li>• Man-made/natural environments</li> <li>• Scale and proportion</li> <li>• Mathematics-problem solving skills</li> </ul> <p>Demonstrate an understanding by discussing artistic choices of personal artwork in relation to 3D design in architecture: form follows function; need of humans; needs of community; man-made / natural environments; scale and proportion; mathematics problem-solving skills.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.gehrytechnologies.com/architecture/recent-work">http://www.gehrytechnologies.com/architecture/recent-work</a></li> <li>• Structure design: <a href="http://www.ehow.com/way_5769153_architecture-projects-middle-school-students.htm">http://www.ehow.com/way_5769153_architecture-projects-middle-school-students.htm</a></li> <li>• <a href="http://www.incredibleart.org/lessons/middle/Mark-paperarch.html">http://www.incredibleart.org/lessons/middle/Mark-paperarch.html</a></li> <li>• <a href="http://www.architectstudio3d.org/AS3d/index.html">http://www.architectstudio3d.org/AS3d/index.html</a></li> <li>• Architects: <a href="http://www.colorcoat-online.com/blog/index.php/2011/01/12-architects-that-changed-the-world/">http://www.colorcoat-online.com/blog/index.php/2011/01/12-architects-that-changed-the-world/</a></li> </ul> <p><b>Artwork/Artists:</b> Frank Lloyd Wright</p>
<p><b>Demonstrating the Understanding of Architectural Design and Sculptures</b></p>	<p>Create a 3D model of a sculptural form designed for installation outdoors. This should illustrate an understanding of sculpture in architecture design such as: modeling process, carving, and construction.</p>	<p>Demonstrating an understanding of 3D design in architectural and landscape sculpture through sculptural methods: modeling, carving, and construction. Discuss artistic choices, challenges and problem solving techniques. Use audio recordings or written exemplars.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.heritagepreservation.org/pdfs/todayfortomorrow.pdf">http://www.heritagepreservation.org/pdfs/todayfortomorrow.pdf</a></li> <li>• <a href="https://pinterest.com/nancydenmark/outdoor-installation-art-sculpture/">https://pinterest.com/nancydenmark/outdoor-installation-art-sculpture/</a></li> <li>• <a href="http://www.christojeanneclaude.net/">http://www.christojeanneclaude.net/</a></li> </ul> <p>Master Artwork: Robert Smithson Spiral Jetty.</p>

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# Visual Art Grade 8

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>Visual Story Telling</b>	Communicate ideas through the use of structures and functions in any work of art (e.g. create a narrative artwork that combines the elements and principles).	<p>Student fluently uses the elements and principles of design to organize visual information in a work of art.</p> <p>Student effectively tells a story through an original work of art that they create.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.visualstorytelling.com/">http://www.visualstorytelling.com/</a></li> <li>• <a href="http://www.printmag.com/design-inspiration/post-modern-storybook-illustrations/">http://www.printmag.com/design-inspiration/post-modern-storybook-illustrations/</a></li> </ul>
<b>CREATE: Standard 3</b> Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<b>Consider and communicate a specific idea through the appropriate use of media, techniques, and processes.</b>	<p>Communicate ideas both verbally and nonverbally (i.e. in written and/or oral discussions about works of art).</p> <p>Identify and ask questions to clarify points of view.</p> <p>Communicate ideas to the viewer both verbally and nonverbally (e.g. class critiques, displays, assignments, class discussions).</p> <p>Create writing samples aligned to a rubric. Show students examples of what would score a 1, 2, 3, 4, or 5 (on a 1-5 pt scale). Have discussions on WHY those writing samples were given those scores. Teachers may wish to refer to the TCAP Writing Assessment rubrics in order to augment what is being taught in the Language Arts &amp; Writing curricula.</p>	<p>Students will be able to effectively communicate their ideas verbally (one-on-one conversations/small group work/class critiques) and nonverbally (e.g. artist's statement or work proposal) through the appropriate use of media, techniques, and processes. Record students discussing their work using audio devices or written exemplars.</p> <p>Teachers may wish to have students keep a writing portfolio so that students and teachers can monitor growth (post - post assessments).</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysisi.htm</a></li> <li>• <a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a></li> <li>• <a href="http://www.goshen.edu/art/ed/critique1.html">http://www.goshen.edu/art/ed/critique1.html</a></li> <li>• <a href="http://apcentral.collegeboard.com/apc/members/homepage/35112.html">http://apcentral.collegeboard.com/apc/members/homepage/35112.html</a></li> <li>• <a href="http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx">http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx</a></li> </ul>

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# Visual Art Grade 8

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>RESPOND:</b> <b>Standard 4</b> Students will understand the visual arts in relation to history and cultures. <b>Standard 5</b> The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<b>Consider various interpretations of works of art.</b>	<p>Recognize intentions and factors that motivate artists to create art.</p> <p>Evaluate intentions and factors that motivate artists to create art.</p> <p>Students will list more than one way a work of art could be understood or interpreted.</p>	<p>Students will be able to identify the reason or reasons for why a particular work of art was created.</p> <p>Students could work together in small groups to discuss the various ways in which the work of art could be understood. Students could look at a work of art through the “lens” of a particular group of people, time period, etc. Students could use deductive reasoning in order to construct knowledge about a particular time period based upon what was observed in the work of art. Using post and post written assessments over a period of time, look for student growth in depth of critique, comprehension of concept and use of vocabulary.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm">http://www.uwgb.edu/malloyk/art_criticism_and_formal_analysi.htm</a></li> <li>• <a href="http://www.scribd.com/doc/24225582/Criticism-Steps">http://www.scribd.com/doc/24225582/Criticism-Steps</a></li> </ul> <p>Relevant works by master artists</p>
<b>CONNECT:</b> <b>Standard 6</b> Students will make connections between visual arts and other disciplines.			
<b>Deliberate on the role of artists throughout history and cultures.</b>	<p>Discuss and provide examples of works of art that might be completed by the following list of artisans in their respective fields: computer artist, animator, special effects artist, architect, costume designer, product designer, furniture designer, installation artist, and art educator.</p> <p>Create a storyboard using original characters created in sketchbook journals for a climactic scene of animated feature that illustrates understandings of the skills/productions of an animator.</p>	<p>Students can give a brief presentation on a chosen career path in the arts. Using a graphic organizer, assess what student knows about their chosen career prior to research. Revisit the graphic organizer post research and compare to what the student learned.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.schoolsoup.com/careers/career_info.php?career_id=87&amp;_suid=136899861135501796225900761783">http://www.schoolsoup.com/careers/career_info.php?career_id=87&amp;_suid=136899861135501796225900761783</a></li> <li>• <a href="http://www.temple.edu/tyler/admissions/careers.html">http://www.temple.edu/tyler/admissions/careers.html</a></li> <li>• <a href="http://www.rd99.com/197artcareers/">http://www.rd99.com/197artcareers/</a></li> <li>• <a href="http://accad.osu.edu/womenandtech/Storyboard%20Resource/">http://accad.osu.edu/womenandtech/Storyboard%20Resource/</a></li> <li>• <a href="http://www.printablepaper.net/category/storyboard">http://www.printablepaper.net/category/storyboard</a></li> </ul>



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QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>CCSS.Math.Practice.MP4.</b> Model with Mathematics.</p>	<p>Just as students would model an algebraic function with a graph, students will be creating a scale model of an outdoor installation sculpture. See <i>Demonstrating the Understanding of Architectural Design and Sculptures</i>.</p>	<p>Students will be able to successfully create a scale model of a would-be outdoor sculptural installation to scale. Document student use of materials and use of mathematical concepts.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.heritagepreservation.org/pdfs/todayfortomorrow.pdf">http://www.heritagepreservation.org/pdfs/todayfortomorrow.pdf</a></li> <li>• <a href="http://eerc.wsu.edu/CREAM%20K12/Scale_model_lesson.pdf">http://eerc.wsu.edu/CREAM%20K12/Scale_model_lesson.pdf</a></li> </ul>
<p><b>CCSS.ELA-Literacy.CCRA.SL.4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS.ELA-Literacy.CCRA.SL.5.</b> Make strategic use of digital media and visual displays of data to express information &amp; enhance understanding of presentations.</p>	<p>Students will present their scale model of an outdoor installation sculpture to a would-be board of directors who would hypothetically fund it. See <i>Demonstrating the Understanding of Architectural Design and Sculptures</i>.</p>	<p>Students will be able to clearly articulate their reasons for creating their sculpture via a dynamic, engaging, relevant presentation.</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.presentationmagazine.com/effective-presentation-techniques-the-top-10-149.htm">http://www.presentationmagazine.com/effective-presentation-techniques-the-top-10-149.htm</a></li> </ul>