



ART

In Middle School, Art is an elective class that meets every other day for the entire year.

Essential Learner Outcomes

Middle School Art Students will:

- demonstrate knowledge of the Elements and Principles of Design.
- understand the natural characteristics of 2-D and 3-D media and make appropriate choices based on the media possibilities and limitations.
- form ideas and employ problem solving strategies to carry their ideas through to the completion of an original work of art.
- use the visual arts to express ideas that cannot be expressed by words alone.
- work independently and collaboratively to produce original ideas and quality works of art.
- use a variety of tools to help understand and communicate about the visual world.
- understand that art is created by people of different cultures, expresses different ideas and concepts, and changes over time.
- reflect on and assess their work and the work of others.

Concepts and Possible Projects (subject to change) are listed below. To see student examples, please visit our website: http://www.waunakee.k12.wi.us/middle/art_main.cfm

GRADE 7

- **Chuck Close inspired Self-Portraits** (digital cameras, grid drawing, color theory, painting)
- **Pen and Ink Drawing** (pattern, visual texture, value/shading)
- **Graffiti Style Logo** (typography, color blending, design)
- **Aluminum Repousse** (texture, art metals, pattern)
- **Relief Print** (positive/negative space, carving, printing process)
- **Ceramics** (clay slab construction, texture, glazing/painting)
- **One Point Perspective** (colored pencil, blending, value, Surrealism)
- **Peer Critiques and Written Reflections** (self-assessment, art analysis, reading, writing)
- **Sketchbook** assignments (develop creativity and enhance drawing skills)



GRADE 8

- **2-Point Perspective** (watercolor, pen & ink, pencil shading, color blending, Renaissance)
- **Acrylic Painting** (texture, color theory)
- **Self-Portrait** (observational drawing, value, pencil shading, realism)
- **Figure Sculptures** (gesture drawing, armature, papier mache, figure proportions, Duane Hanson, George Segal)
- **Ceramic Pottery** (coil construction, symbolism, art history, texture, sculpture, glazing)
- **Social Issue Print** (linoleum print, positive/negative space, printing process, Kathe Kollwitz)
- **Clay Animation** (film design, digital manipulation, video software, groupwork)
- **Still Life Drawing** (Cezanne, pastels, drawing from observation)
- **Peer Critiques and Written Reflections** (self-assessment, art analysis, reading, writing)
- **Sketchbook** assignments (develop creativity and enhance drawing skills)

Title of class: **BAND**

Grade level open to: 8

Course description: Band provides a means to extend and enhance music learning. Band rehearsal meets every other day for the entire school year. In addition, students have Small Group Instruction every six school days during Homeroom time. Activities include two concerts, participation in one or more marching events, district solo and ensemble contest, Band field trips, and opportunities to perform throughout the year for community activities.

Goals: Students will become more independent musicians capable of playing their instruments to recreate or create music. They will improve critical thinking skills concerning the music they perform and hear.

Grading procedures: Students will be graded on completion of lesson assignments, written work, technique exercises, scales, band music, solos and ensembles. Other factors are also assessed. These include: posture, instrument position, tone production, practice habits, group skills, cooperation, critical thinking skills and planning.

Typical homework: Students receive assignments from a lesson book, band music, solos and ensembles during Small Group Instruction. These assignments typically require 90 minutes of individual practice per week to complete.

Units of instruction:

- Individual instrument technique: improving playing skills on own instrument
- Improving music reading skills: note recognition, rhythm understanding, symbols and terms
- Preparation for performances: group and individual performance skills
- Solos and ensembles
- Improvising, arranging, & composing music
- Marching: Memorial Day Parade in Waunakee; Syttendi Mai Parade in Stoughton on even-numbered years; Waunakee Elementary School tour on odd-numbered years.

Special instructions/information:

- ❖ Students will need to provide: an instrument, lesson book, instrument supplies, solo and/or ensemble music, a folder, pencil, concert attire, and a band shirt for marching.
- ❖ Students need to have a minimum of 1-2 years experience on a band instrument to participate. Students are expected to continue on the same instrument they played in 7th Grade.
- ❖ Students will have the opportunity to perform with the High School Band during a home football game in the fall.
- ❖ Students may have the opportunity to participate in an 8th Grade Band Festival at the Kalahari (Wis. Dells) in April. This Festival includes a performance, clinic, listening to other 8th Grade Bands from around the state, and time in the waterpark!
- ❖ Students may choose to participate in Jazz Band as a co-curricular activity.

Title of class: **CHOIR**

Grade level open to: 8

Course description: Choir provides a means to extend and enhance music learning. Choir meets every other day for the entire school year. In addition, students receive one group lesson every six school days. Activities include three concerts, participation in concert festivals, district solo and ensemble contest, choir field trips, and opportunities to perform throughout the year for community activities. In addition, 8th Grade choir members use music technology to arrange and compose music as well as record themselves for assessment.

Goals: Students will become more independent musicians capable of using the human voice to recreate or create music. They will use higher level thinking skills to interpret the music they perform and hear.

Grading procedures: Students will be graded on completion of lesson assignments, written work, technique exercises, solfege activities, choral music, solos and ensembles. Other factors are also assessed. These include: body alignment, tone production, practice habits, group skills, cooperation, critical thinking skills and planning.

Typical homework: Students receive writing assignments and they are expected to complete a weekly practice log where choir music / solo practice is recorded.

Units of instruction:

- Individual vocal technique: improving individual singing skills.
- Improving music reading skills: note recognition, rhythm understanding, symbols and terms
- Preparation for performances: group and individual performance skills
- Solos and ensembles
- Improvising, arranging, & composing music

Special instructions/information:

- ❖ Students will need to provide pencils with erasers, and black and white concert attire.

For detailed information, please visit our website:

<http://www.waunakee.k12.wi.us/faculty/aroberts/chorushomepage.cfm>



ORCHESTRA

In Middle School, Orchestra is an elective class that meets every other day for the entire year. In addition, Orchestra students receive one group lesson every 6 school days during Homeroom time.

Objectives

- Develop skills on string instrument: violin, viola, cello or bass
- Develop music reading skills.
- Learn to work as a team; gaining self-confidence and appreciation of others
- To help students solve problems using critical and creative thinking.
- To help students make connections with music and every day life.
- To learn to appreciate other cultures and periods in music history.
- To express ideas that cannot be expressed in words alone.

Activities:

- Study & perform music of many genres, including **folk music from around the world, jazz, classical** and **pop**.
- Learn to arrange, improvise, and compose music.
- Perform in 3 Orchestra Concerts.
- Participate in the Solo & Ensemble Unit: All students have the opportunity to perform in the Solo & Ensemble Festival in March (optional)
 - students may choose to play a solo or duet as an independent study project.
- Orchestra Field Trips: an Orchestra Festival where students perform for a clinician and listen to another MS Orchestra; day trips to see professional symphony concerts

Title of Class:	GENERAL MUSIC
Grade level open to:	8
Course description:	<p>General Music is open to all students interested in learning more about music in a hands-on, interactive classroom setting. This classroom music course includes units on STOMP improvisation/composition, world music, drumming, and American music (jazz/rock). Students are involved in listening, analyzing, playing, improvising, and composing music.</p>
Goals:	<p>Students will discover their ability to create music and express their musical talent through reading, listening, singing, and playing instruments. They will advance their skills on music technology, standard notation and composition. Through a daily music journal, students learn how to listen to and describe music from many different genres and cultures.</p>
Grading procedures:	<p>Students will be graded on:</p> <ul style="list-style-type: none"> - Class participation - Music Journal/Listening Tests - Projects (individual and group) - Individual progress on instruments
Homework:	<p>Students will have an occasional worksheet/assignment.</p>
Units of instruction:	<ul style="list-style-type: none"> - STOMP (Improvisation/Composition) - Ethnomusicology (study of world music) - World Drumming - American Music (jazz/rock)

Title of class: **FAMILY AND CONSUMER EDUCATION**

Grade level open to: 8

Course description: This course in Family and Consumer Education helps the student develop skills and positive attitudes in the work of the family and the world of work. This class meets every other day for the entire school year.

Goals: Students will:

- ◆ Grow in skill of family work by helping others to meet their needs, especially children and the elderly
- ◆ Explore careers related to the areas of Family and Consumer Education
- ◆ Improve decision making skills as they make sound personal decisions about their future life and career options
- ◆ Continue to develop cooperative group skills necessary at home and in the work world
- ◆ Practice thinking skills needed in every day life

Grading procedures: Daily work, quizzes, projects, discussions, contributions to group success, and laboratory grades all reflect on the grading policy. A letter grade is earned based on the percentage of points earned.

Grading scale:	100 – 90	A
	89 – 80	B
	79 – 70	C
	69 – 60	D
	59 or below	F

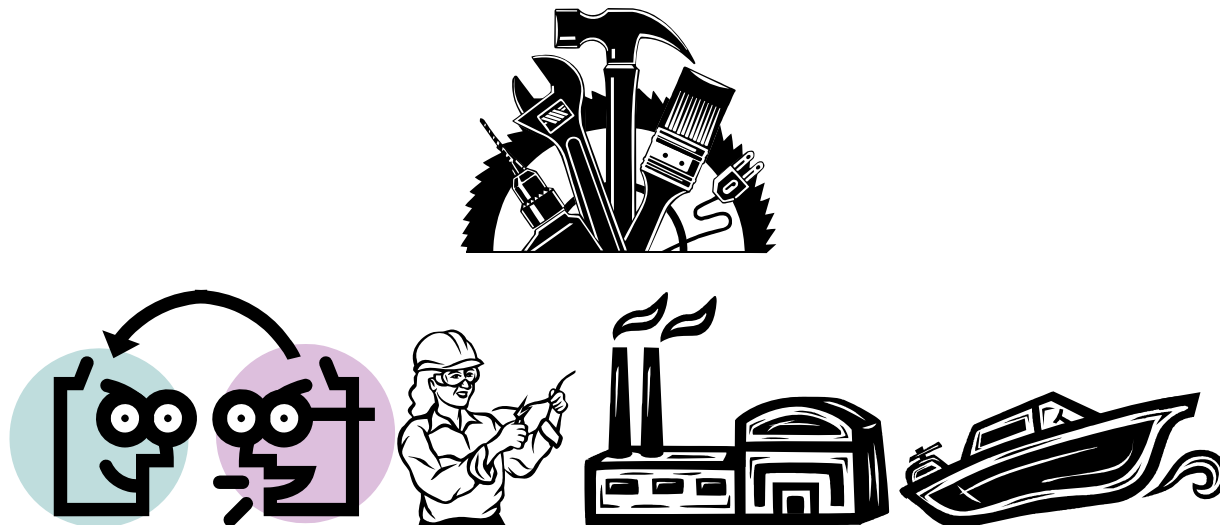
Typical homework: Most work is done in class; therefore, little out of class homework is assigned.

Units of instruction: Meeting the needs of others – learning more about the needs of toddlers and preschoolers, understanding what it means to grow old, understanding the elderly

World of work – preparing to enter the workforce, careers in food service and careers in interior design.

Work of the family – preparing foods for family and guests, the decision making process and family relationships.

Title of Class: **TECHNOLOGY EDUCATION**



Grade level open to: **8**

Course description: Technology education consists of learning opportunities across the four areas of technology: communication, construction, manufacturing, and transportation. This class meets every other day for the entire school year, and provides students with many experiences that combine critical thinking and “hands on” activities. Multiple machines and tools are used to accomplish tasks.

Goals:

Students will:

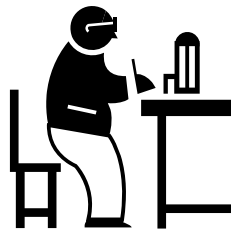
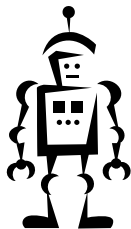
- Develop safe working attitudes and habits
- Develop computer drafting skills
- Learn how to use a variety of hand and power tools
- Apply problem solving and creative thinking skills
- Build on computer skills
- Relate experiences to working world
- Develop working world skills

Typical homework: Most activities are project based and need to be done in the technology education lab or classroom.

Units:

Drafting: CAD (computer aided drafting)
TTT Manufacturing (Wood Tic Tac Toe Board fabrication)
Plastics technology (injection molding)
Transportation technology (maritime and auto safety)
Construction (framing systems)
Power systems and transmission (engines and electrical)
Basic Electricity and Circuits (Bug)

Title of Class: GATEWAY TO TECHNOLOGY



Grade level open to: 8

Course description: Students use computers, geometry, problem-solving, teamwork, and project management skills to design and develop product prototypes. Students design and build automated systems that incorporate the principles of electricity, physics, and robotics to gain an enriched understanding of the contemporary mechanical world. This class meets every other day for the entire school year, and is designed to show students how science and math, through engineering can solve everyday problems. It is the precursor to the Project Lead the Way engineering track available at the high school.

Goals: Students will:

- Relate design to everyday life
- Develop safe working attitudes and habits
- Develop sketching and drawing skills
- Develop 3D modeling skills on the computer using Inventor
- Learn how to use a computer to control mechanical and electrical systems
- Apply problem solving and creative thinking skills
- Build on other computer skills

Typical homework: Most activities are classroom are project based and need to be done during class time.

Units: Automation and Robotics
(Computer programming and robotics)
Design and Modeling
(Engineering design process and Inventor)

Title of class: **FRENCH**

Grade level open to: 8

Prerequisite: French in grade 7

Course description: French is an elective course designed to help each student attain a basic level of proficiency in the skills of listening, speaking, reading, and writing. The cultural focus is Canada. This course is intended for the student who wants to be challenged by a fast-paced course.

Goals: Students will:

- Speak, listen, read, and write in French
- Learn “survival skills” for a different culture
- Compare and contrast values, roles, and culture of the United States and the target foreign country
- Develop leadership qualities, creativity, and cooperation among students
- Increase skill in deductive and inductive reasoning
- Become aware of career opportunities for individuals who have knowledge of a foreign language

Grading procedures: Students will be graded on oral participation, assignments, quizzes and unit tests

Grading scale:	100 – 90	A
	89 – 80	B
	79 – 70	C
	69 – 60	D
	59 or below	F

Typical homework: Students will:

- Receive approximately 5 minutes of independent work each day class meets
- Spend out of class time studying vocabulary and preparing for quizzes and other assessments

Units of instruction:

- Review greetings, introductions, numbers, time, days, months, dates, weather, seasons, holidays, monetary system, -er verbs, etre, avoir.
- Canada
- Ask/answer questions, basic conversations, discuss likes/dislikes.
- The verb ‘aller’ (to go), transportation, places in town and near future tense.
- Discuss and describe student life, cultural similarities and differences
- The verb ‘faire’ (to do, to play) and household chores
- House and items in a house. Compare contrast housing styles and housing market.
- Clothing and the verb “acheter” and “preferer”
- Food, cooking and markets.
- Mardi Gras

Title of class: **Continuing Spanish**

Grade level open to: 7 and 8

Course descriptions: Spanish is an elective course designed to help students develop skills in listening, speaking, reading, and writing Spanish. Students will also learn about the Spanish-speaking world and its culture through guest speakers, videos, and readings. This course is intended for the student who wants to be challenged by a fast-paced course.

The class meets every other day for the entire school year. This is equivalent to Spanish I. *Spanish 2 (every day- the equivalent of high school Spanish level 2) will be taught in eighth grade. A student who elects this (Continuing 1) and continues every day in 8th grade (Spanish 2) may enter high school in Spanish 3.

Goals: Students will:

- Learn about the culture of Spanish-speaking countries
- Participate in conversations in Spanish at an emerging level
- Understand the positive influence of foreign language learning on career opportunities.

Grading procedures: Students will be graded on oral participation, daily homework, quizzes and unit assessments.

Grading scale: 100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 or below F

Typical homework: Students will:

- Receive 15 – 20 minutes of independent work after each day class meets.
- Spend out of class time studying vocabulary and preparing for quizzes and tests.

Units of instruction: Students will learn basic vocabulary and structures including:

- Grammar including all regular verbs as well as stem-changing verbs, some irregular verbs and possessive adjectives.
- The home
- The family
- Shopping and clothing
- Eating in a home

Title of class: **Spanish 2**

Grade level open to: 8

Course descriptions: Spanish 2 is a continuation of Continuing Spanish (7th grade) where students will further develop their skills through the development of speaking, listening, reading and writing with an emphasis on communication skills in “real world” situations. The focus of the year will be the culture of Spain. Students will be evaluated with written and oral assessments.

The class meets **every day** for the entire school year. This is equivalent to high school Spanish Level II. A student who elects this course may enter high school in Spanish 3.

Goals:

Students will:

- Learn about the culture of Spanish-speaking countries
- Participate in conversations in Spanish at an emerging level
- Understand the positive influence of foreign language learning on career opportunities.

Grading procedures: Students will be graded on oral participation, daily homework, quizzes and unit assessments.

Grading scale:

100 – 90 =	A
89 – 80 =	B
79 – 70 =	C
69 – 60 =	D
59 or below	F

Typical homework: Students will:

- Receive 15 – 20 minutes of independent work after each day class meets.
- Spend out of class time studying vocabulary and preparing for quizzes and tests.

Spanish 2 Units:

- | | |
|---|------------------------------|
| - School – in Waunakee and Spain | - Airplane travel and Madrid |
| - Train travel and overview of Spain | - Daily routine and health |
| - Jobs for teens and chores/Toledo, Spain | - Vacation in Costa del Sol |
| - Spanish artists, styles & museums | - Dining out in Spain |
| - Don Quixote | |

8th Grade Spanish Options

The main 2 options are:

1. **7th grade Continuing Spanish → 8th grade Spanish 2**
 - a. (every day—take up 2 elective spots)
 - b. You will enter High School in Level 3 Spanish

2. **7th grade Introduction (Novice) Spanish → Continuing Spanish in 8th grade**
 - a. (every other day—takes up 1 elective spot)
 - b. You will enter High School in Level 2 Spanish

The other 2 options are:

3. 7th grade Continuing Spanish and choose to not take Spanish in 8th grade:
 - a. You can enter High School in Level 2
 - b. You may want to take the Summer School Bridge course before High School to review

4. If currently not in any Spanish: you may take Continuing Spanish in 8th grade
 - a. (every other day)
 - b. You will enter High School in Level 2 Spanish