

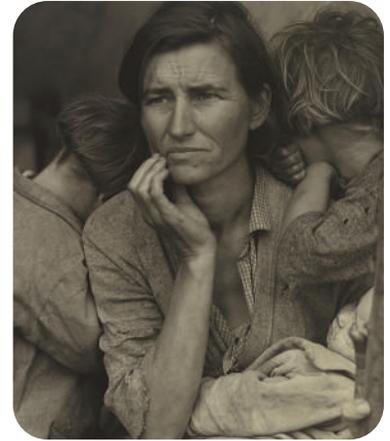


Visual Arts

Student Activity Book



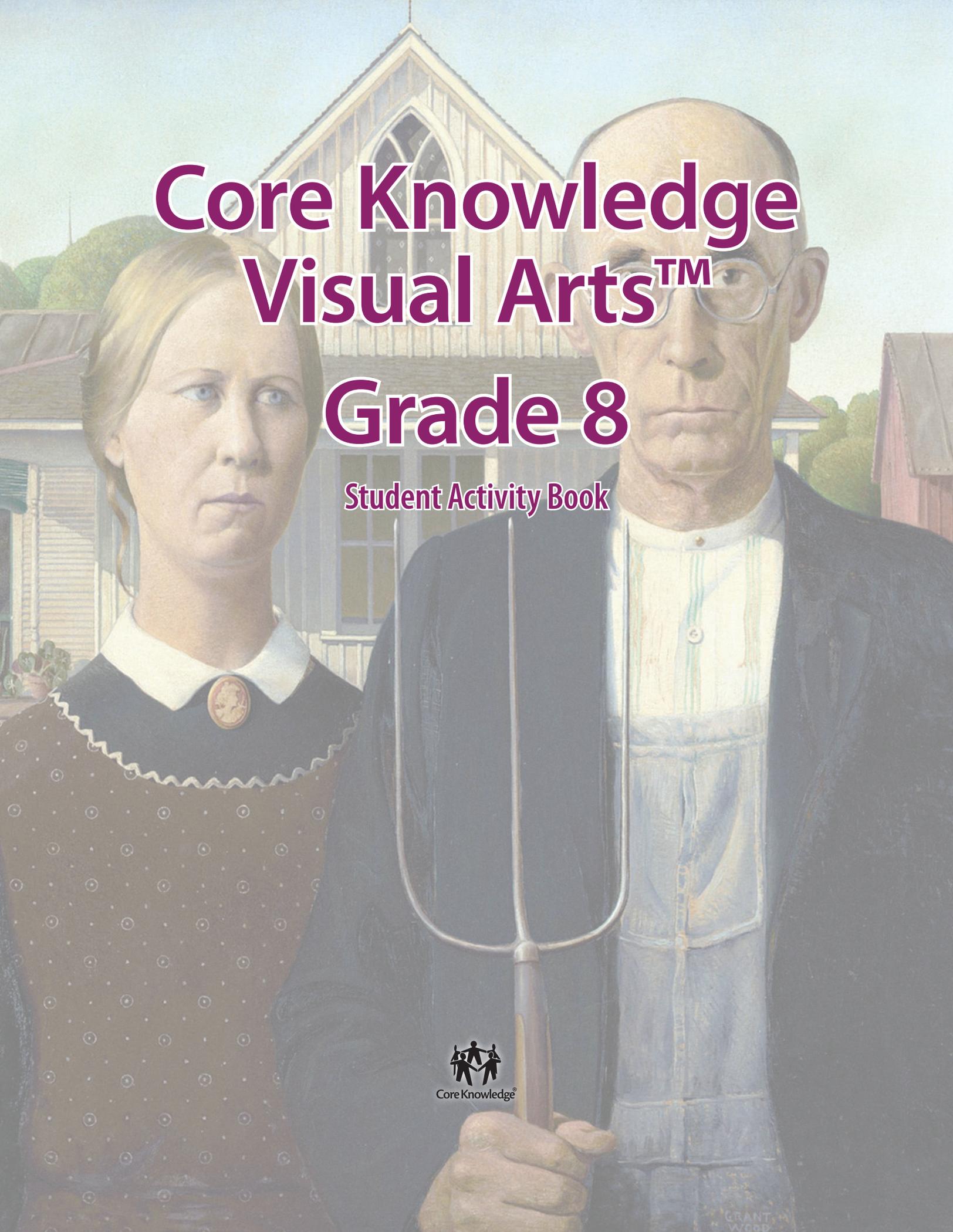
Nighthawks, Edward Hopper



Human Erosion in California, Dorothea Lange

Student sketching in pencil





Core Knowledge Visual Arts™

Grade 8

Student Activity Book



GRANT
WOOD

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

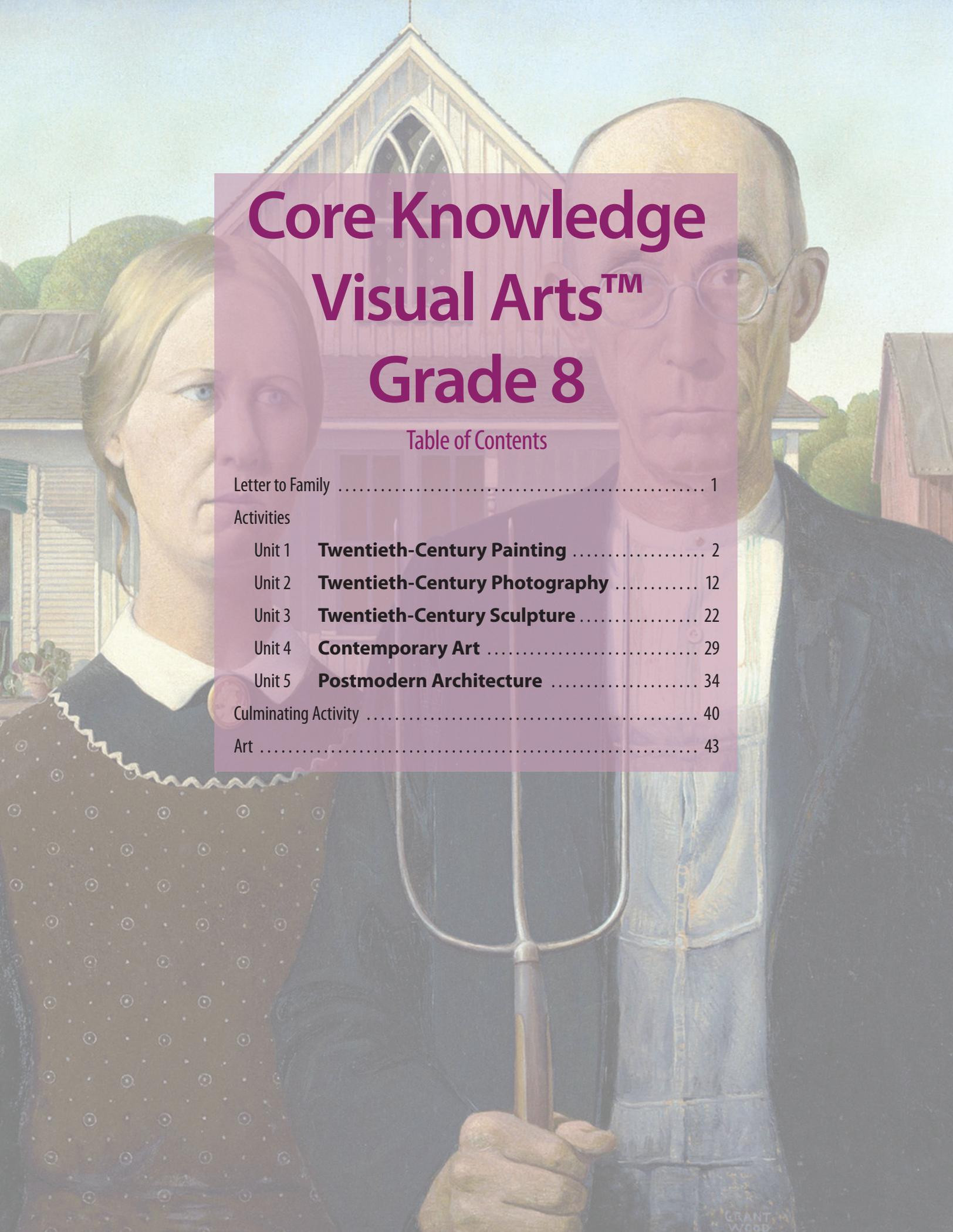
Copyright © 2025 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge Science™, CKSci™, Core Knowledge Music™, CKMusic™, Core Knowledge Visual Arts™, CKVA™, Core Knowledge Language Arts™, CKLA™, Core Knowledge History and Geography™, CKHG™, Core Knowledge Math™, and CKMath™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-699-1



Core Knowledge Visual Arts™ Grade 8

Table of Contents

Letter to Family	1
Activities	
Unit 1 Twentieth-Century Painting	2
Unit 2 Twentieth-Century Photography	12
Unit 3 Twentieth-Century Sculpture	22
Unit 4 Contemporary Art	29
Unit 5 Postmodern Architecture	34
Culminating Activity	40
Art	43

Dear Family Member,

We warmly welcome your student and you to the Grade 8 Core Knowledge Visual Arts (CKVA) program. This Student Activity Book is part of a K–8 curriculum that will help your student learn about and create art in the classroom. Here’s what your student will learn throughout the year during our five units of study:

Unit 1 Twentieth-Century Painting

Students will learn about the characteristics of early twentieth-century American art and mid-twentieth-century pop art by viewing paintings from different artists. They create a piece of pop art as well as a collage after learning more about the style.

Unit 2 Twentieth-Century Photography

Students will learn about photography and its purposes, including the techniques artists use to capture objects, landscapes, and people. They will look at photographs from this period and create a photograph themselves.

Unit 3 Twentieth-Century Sculpture

While learning about realistic and abstract forms of sculpture and the different materials used, students will create a sculpture using assorted recycled and found items and present it to the class.

Unit 4 Contemporary Art

Students will learn about the techniques used by contemporary artists, then use those techniques to create original artwork in the contemporary style. Students will participate in a gallery walk so they can share their artwork and look at classmates’ creations.

Unit 5 Postmodern Architecture

Students will learn about the postmodern era and the architecture that came from that time period. They will then use what they learned about form and function and create architectural plans for a postmodern building that connects those two elements.

Check in with your student throughout the year to see what they’re learning about the world of art!

NAME: _____

American Gothic

Grant Wood, 1930

Explore

1. Describe the facial expressions of the two figures in this American painting.

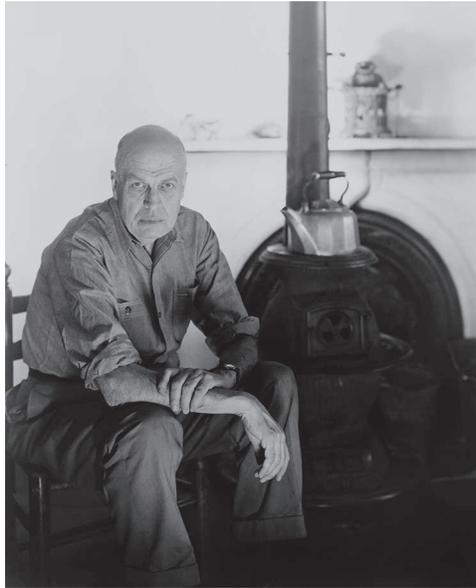
2. What do you think Grant Wood wanted you to think or feel about these people and this place? What do you see that makes you say that?

Reflection

Imagine that you were hired to paint a scene that depicts everyday life in America today. What would you include in it and why?

Theme and Mood

Observe the two paintings *Nighthawks* by Edward Hopper and *Christina's World* by Andrew Wyeth. Then, answer the questions about the theme or mood of these two artworks.



Edward Hopper

1. What mood is created by *Nighthawks*, and which details achieve this?

2. What is the theme of *Christina's World*? How is this shown in the painting?

NAME: _____

Environmental Awareness Drawing

What You Will Do Create a sketch or drawing to depict the theme of environmental awareness.

What You Need

- Drawing paper
- Graphite pencils and/or colored pencils



What to Do

1. Think about an environmental issue that you care about, such as pollution, deforestation, recycling, or protecting wildlife. Write down some ideas or words that relate to your chosen theme.
2. Sketch a rough composition for your drawing. Include a foreground, middle ground, and background in your artwork.
3. Once you complete your basic sketch, add details. Include different objects, textures, and shapes to help communicate your message. You may also wish to shade parts of the drawing to add some realism and depth to your art.
4. If you wish to add color to your drawing, use colored pencils. Make sure the colors you choose emphasize your environmental message. For example, you might use bright and vibrant colors to show a healthy environment or dark or dull colors for areas impacted by pollution.

Reflection

What did you draw, and what environmental message does your drawing represent?

Campbell's Soup Cans

Andy Warhol, 1962



Explore

1. Why do you think Warhol chose mass-produced soup cans as the subject for his artwork? What artistic message does his pop art give to his viewers?

2. What statement does Warhol's pop art make about American society during the 1960s?

Reflection

Imagine you were going to create a pop art series of images like the *Campbell's Soup Cans*. What consumer product would you choose as the subject of your art and why?

Making Pop Art

What You Will Do Create a painting or mixed media artwork that represents modern popular culture.

What You Need

- | | | |
|-----------------------------|------------------------------------|----------------|
| • Paintbrushes | • Magazines or other printed media | • Poster board |
| • Acrylic or tempera paints | • Construction paper | • Glue |
| • Containers of water | | • Scissors |

What to Do

1. Choose a familiar product or celebrity or other widely reproduced image seen in modern popular culture. This will be the subject of your pop art.
2. Choose and gather any materials you will use to create your artwork.
3. You may want to sketch the composition of your artwork or develop a plan. As an example, you could photocopy four images of your favorite shoe seen in advertisements. Then, glue the copied images onto a poster board.
4. Experiment with repetition and variety. How can you use different colors, sizes, textures, and/or compositions to create your artwork? For the shoe example, you could hand paint each copied image uniquely, spray-paint areas, and add on additional collage elements to create a unified and bold pop art piece.

Reflection

How did you decide on the subject of your pop art? What does your artwork represent or show about popular culture in modern times?

Making a Collage or Assemblage

What You Will Do Create a collage or assemblage by cutting different materials and gluing them onto a two- or three-dimensional surface.

What You Need

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Construction paper or a sturdy poster board• Shoebox, egg carton, or other type of container | <ul style="list-style-type: none">• Scissors• Glue• Magazines, newspapers, and/or printed images | <ul style="list-style-type: none">• Printed paper, fabric scraps, stickers, and other decorative items• Paints or colored pencils |
|---|--|--|

What to Do

1. Brainstorm a list of ideas for your collage or assemblage. Write down a theme or message you want to express, such as nature, dreams, or identity. Then, list any images or other design elements that will support your theme. For example, a collage about nature can include trees, leaves, soil, flowers, and animals.
2. Sketch a rough composition of where you might place different images and/or words in your collage or assemblage.



Collage Reflection

Explore

1. What idea or message does your collage communicate? How did you achieve that?

2. How do you expect others to feel when viewing your collage?

3. How are the techniques you used similar to and different from those of the collage and assemblage artists you studied?

Reflection

If a friend of yours had never made a collage before, what advice would you give them as they start to create one?

NAME: _____

Art Comparison

Compare the three modern American art styles that you learned about: American regionalism (*American Gothic* by Grant Wood), pop art (*Campbell's Soup Cans* by Andy Warhol), and collage artwork. Then, answer the following questions.

1. How do the themes of American regionalism, pop art, and collage reflect different aspects of American society and values during the early twentieth century?

2. What are the differences in techniques and materials used in representational painting, pop art, and collage? How do these artistic choices affect the message of each artwork?

Student Artwork

Explore

1. Choose one artwork created by one of your classmates. How did the student artist represent an art movement or style of twentieth-century America?



2. Could you find the theme or meaning in your classmate's work of art? What creative choices did they make that communicated those ideas?

Reflection

How did viewing your classmate's artwork inspire you? What ideas did their originality give you for your own art?

NAME: _____

Photographs: Historical Art

Answer the following questions about photography as both art and a historical record.

1. How did early American photographers use their work to document important historical events, and what does this tell us about their role during the twentieth century?



2. What features of early twentieth-century American photography make it both fine art and a historical record?

3. Why is early twentieth-century American photography considered different from painting when it comes to recording history?

Migrant Mother

Dorothea Lange, 1936

Explore

1. If you could give a new title to this photograph, what would you call it? Why?



2. What might Dorothea Lange have wanted to communicate about life during the Great Depression through *Migrant Mother*? How did she do that?

Reflection

Imagine you were a photographer during the Great Depression. What subject would you have photographed to communicate the hardships that people faced? Explain your answer.

NAME: _____

Portrait and Landscape Photography

Answer the following questions about portrait and landscape photography.

1. How did portrait photography change the way people saw themselves and others during the twentieth century?

2. What role did landscape photography play in documenting the changes in nature and cities during the twentieth century?

3. In what ways do portrait and landscape photography work together to shape our understanding of people's lives in the twentieth century?

Photographic Elements

Read the passage, and answer the questions.

Photographic elements are the basic components that make a photo interesting and well-designed. These include composition, lighting, focus, and perspective. Composition is how the parts of the photo are arranged, helping to lead the viewer's eye and create balance. Lighting affects the brightness or darkness of the image and can change the mood of an image. Focus determines what objects are clear and sharp in the photo and which are blurry, which can help create emphasis. Perspective is the angle or point of view the photo is taken from. Relative to the subject, a photographer can position their camera straight on, at a high angle, or at a low angle to create informality, dominance, or drama, which can make something look larger, smaller, or more dramatic. When these elements are used well, they help tell a story or capture a moment in a powerful way.



1. What are some of the main photographic elements mentioned in the passage, and why are they important?

NAME: _____

2. How can focus be used to show what is most important in a photo?

3. How can lighting affect the mood of a photograph?

4. Why is perspective important when taking a photo?

Photographing the School

What You Will Do Take photographs around school while experimenting with photographic techniques.

What You Need

- Digital camera

What to Do

1. Use the ideas you brainstormed earlier to decide on a subject for your photograph. You may also wish to walk around the school and look for inspirational images to capture.
2. Think about how you want to portray your subject. The composition, lighting, focus, perspective, framing, shutter speed, and aperture will affect how your final image is perceived by viewers.
3. Take photographs of your subject, experimenting with different photographic techniques to enhance the mood and message of your photograph.
4. Review the photographs you took. Choose one that you feel is the most artistically successful at capturing your subject the way you wanted.

Reflection

What photographic techniques did you use to enhance your subject artistically or to help viewers understand your message?

NAME: _____

My Photograph

Explore

1. What do you hope viewers will feel and experience when looking at your image?

2. What kind of artistic statement or message do you hope to communicate through your photo? What do you hope to inspire viewers to do?

Reflection

Imagine that you were creating a series of photographs that tell a story. What additional images could you add to your original photograph to help tell a complete narrative story? How would additional images change the meaning of your original photograph?

Mixed Media Messages

Answer the following questions about how combining photography with mixed media communicates an artistic message to viewers.

1. How is mixed media art different from photography on its own?

2. How can adding paint to a photo change what the image means? Describe a specific example.

3. Why might an artist choose to include words or text in a mixed media artwork that incorporates a photo?

NAME: _____

Photography and Mixed Media

What You Will Do Turn a printed photo into a mixed media artwork that communicates an artistic message.

What You Need

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Canvas or sturdy paper• Paintbrushes• Acrylic or tempera paints | <ul style="list-style-type: none">• Containers of water• Construction paper• Glue• Scissors | <ul style="list-style-type: none">• Magazines, newspapers, and/or printed images• Printed paper, fabric scraps, or other collage materials |
|---|--|---|

What to Do

1. Glue your photograph to canvas or sturdy paper.
2. Choose and gather any additional materials you will use to create your artwork.
3. Sketch a plan for the composition of your artwork.
4. Arrange your mixed media elements on the canvas. Experiment with different compositions before gluing your final arrangement down.
5. Add finishing details, such as paint, text, or other decorative items.

Reflection

What artistic message does your mixed media work communicate? How did you achieve this?

Unit 2 Review

Answer the following questions about photography.

1. Imagine you are taking a photo of a friend walking in front of a building. How could experimenting with shutter speed, aperture, rule of thirds, and framing change your photograph? Describe a specific way that using each technique could help you take a better picture.



2. What are some photographic techniques you could use to make a portrait look more gentle, warm, and inviting?

3. How could you enhance a mixed media artwork?

NAME: _____

Bird in Space

Constantin Brancusi, 1923

Explore

1. Why do you think the sculpture is called *Bird in Space*? What does the form of the sculpture have to do with the title?

2. What did you learn about abstract art or artists from this sculpture?

Reflection

Imagine you are an abstract artist living in the early 1900s. Why might you choose to create a sculpture that doesn't look realistic?

Abstract Meanings

Answer the following questions about the meaning of abstract sculpture.

1. How can abstract sculpture convey an idea, message, or emotion even if it doesn't represent a real object or situation?



Oval with Points by Henry Moore

2. Do you think abstract art has to have a clear meaning to be important or powerful? Why or why not?

NAME: _____

Abstract Sculpture

What You Will Do Students will make an abstract sculpture out of provided materials.

What You Need

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Sketch paper• Pencils• Assorted found/recycled objects (cardboard, bottle caps, buttons, paper tubes, plastic containers, etc.) | <ul style="list-style-type: none">• Wire, string, pipe cleaners, fabric scraps• Wood pieces or craft sticks• Tape (masking or clear), strong glue, or other fasteners | <ul style="list-style-type: none">• Scissors and/or wire cutters• Paint, markers, or colored pencils (optional) |
|---|---|--|

What to Do

1. Think of an emotion, idea, or theme you want to express (like hope, joy, friendship, chaos, or disaster).
2. Sketch a basic plan for your sculpture. Focus only on its shape and structure without concern for realism.
3. Choose materials that you would like to work with to create your sculpture. Experiment by mixing different materials, forms, shapes, and textures to make your sculpture interesting.
4. Begin assembling your sculpture with glue, tape, or other fasteners. Remember to think about balance, shape, height, and the space between objects.

Reflection

What does your abstract sculpture represent? How did you choose your materials? Describe its formal qualities, emotional connotation, meaning, and/or theme.

NAME: _____

Vietnam Veterans Memorial

Maya Lin, 1982

Explore

1. The Vietnam Veterans Memorial looks much different from any memorial that had been made before it. What design choices do you notice that artist Maya Lin made? Why do you think she designed it this way?

2. What did you learn about art or history from the Vietnam Veterans Memorial that you didn't know before?

Reflection

If you were creating a sculpture or memorial for a public space, what message or feeling would you want people to experience when they view it? Why? What art forms would you choose for your work?

NAME: _____

Art Installations

Answer the following questions about art installations.

1. How is installation art different from a painting or sculpture?



Out of Order by David Mach

2. Why do you think artists choose to create installation art instead of traditional art forms?

Making Public Art

What You Will Do Create a sketch and an artist's statement to plan a public sculpture or art installation.

What You Need

- | | | |
|----------------|-----------------|-----------|
| • Sketch paper | • Writing paper | • Pencils |
|----------------|-----------------|-----------|

What to Do

1. Decide where your sculpture or installation will be located (for example, a city park, school entrance, town square, museum garden, etc.). Think about how the location will affect the way people experience your artwork.
2. Decide on a theme and style for your sculpture or installation. Think about the theme, message, idea, and/or emotion you want your public artwork to express.
3. Draw your public art idea on your sketch paper. Show important details like form, shape, texture, color, or movement. Be sure to also reference the location of your artwork, showing its size in relation to the space and how viewers will interact with it.
4. Think about the main materials you would use (metal, wood, recycled objects, fabric, stone, etc.). Explain your choice of materials.
5. Write a brief artist's statement. In a few sentences, explain the theme, message, or feeling you want your artwork to express, the location where you would place it and why, and the materials you would use with your reasoning for their use.

NAME: _____

My Public Artwork

Explore

1. What theme or message does your public artwork reflect about society, a time period, or the community in which it is located?

2. What do you expect other people to think or feel when viewing your sculpture or installation? What about your artwork will cause them to feel this way?

Reflection

Imagine that you are presenting the idea for your public artwork to the mayor. What would you say to convince the mayor that your artwork is a good fit for the community?

NAME: _____

Chambermaid

Banksy, 2006

Explore

1. How does *Chambermaid* make you feel when you first look at it, and why?

2. Why do you think Banksy chose to create this artwork on a public wall instead of inside a museum?

Reflection

Why do you think some graffiti is seen as vandalism while other graffiti, like *Chambermaid*, becomes celebrated as important art?

Creating Contemporary Art

What You Will Do Create an original contemporary artwork to share in a classroom gallery show.

What You Need

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• Sketch paper• Pencils• Paint sets, water, and brushes• Markers, pens, crayons• Clay | <ul style="list-style-type: none">• Assorted found objects/ materials (cardboard, bottle caps, buttons, paper tubes, plastic containers, wire, fabric scraps, etc.) | <ul style="list-style-type: none">• Tape (masking or clear), strong glue, or other fasteners• Scissors and/or wire cutters |
|---|---|---|

What to Do

1. Plan the subject matter, theme, message, idea, materials, and style for your contemporary artwork piece.
2. Sketch a basic plan for your artwork piece. Focus only on the basic composition, its shape, and its overall structure. Don't worry about fine details or realism.
3. Gather the materials that you will use for your artwork. Feel free to experiment with diverse styles, materials, arrangements, colors, and shapes before you decide on a final design.
4. Work on your artwork until you feel satisfied with the outcome. You will have two lesson days to complete your project.

My Contemporary Art

Explore

1. How did you decide on the subject, theme, message, materials, and style for your artwork? What do you think your contemporary artwork says about modern times?

2. What message or feeling do you want viewers to experience when looking at your artwork? What details in your work communicate that message or feeling?

Reflection

Imagine that you wanted to share your piece of artwork (either digitally or in real life) with a larger audience. Where would you choose to display it, and why?

NAME: _____

My Classmate's Art

Explore

1. Why did this particular piece of artwork stand out to you? Which details about its subject, theme, message, or style did you most admire, and why? What message did you connect with?

2. How does this piece of artwork make you feel? How do you think it relates to people's lives in modern times?

Reflection

What questions would you like to ask the artist about their work?

Unit 4 Review

Answer the following questions about contemporary art.

1. What makes contemporary art different from past art movements?

2. How can contemporary art make people think or feel differently about the world around them?

3. What is one new or interesting fact you learned about contemporary artists or artwork during this unit?

Postmodern Architecture

Read the passage, and answer the questions.

Postmodern architecture began in the late twentieth century as a reaction to the simple, plain designs of modern architecture. Instead of focusing only on function and clean lines, postmodern architects started using bold colors, playful shapes, and historical references to make buildings more expressive and unique. They often mixed old and new styles and used unexpected materials or decorations. This style made architecture more personal and creative, showing that buildings could be both functional and visually appealing.

1. How does postmodern architecture differ from modern architecture?

2. Why did architects want to change the style of buildings during this time?

NAME: _____

Guggenheim Bilbao

Frank Gehry, 1997

Explore

1. How would you describe the Guggenheim Bilbao to a person who hasn't seen it? What does the design make you think or feel?

2. What does this building teach you about postmodern architecture?

Reflection

Based on the way the Guggenheim Bilbao looks on the exterior, what do you think is its purpose? Explain your reasoning.

NAME: _____

Form and Function

Answer the following questions about form and function in architecture.

1. What does *form* mean in architecture, and how is it different from *function*?

2. Why do some postmodern buildings look surprising or unusual for their function?

3. What is one example of a postmodern building that uses form in a playful or creative way, and what is its function?

Architectural Plans

What You Will Do Create a planning document for your original postmodern architectural design.

What You Need

- Writing paper
- Pencil
- Eraser



What to Do

1. Create a planning document for a postmodern building by brainstorming ideas.
2. In your document, first answer the following questions: What kind of building do you want to make? What is the function of the building—who uses it, and what happens there?
3. With that in mind, what does your building need to have? Describe the structure, features, shapes, lines, colors, or materials you might use to support the function of your building.
4. Write down three or more descriptive words about how the building should feel to viewers (welcoming, exciting, mysterious, intimidating, playful, etc.).
5. In addition to what your building needs (the function), what other features or designs would you like to add? Thinking of the words you brainstormed above, what kinds of shapes, lines, colors, or materials do you want to incorporate?
6. Optional: Include a small list of older architectural styles or elements (like arches, columns, domes) you will reference in your design in a creative or unique way.

Architectural Plans, Part 2

What You Will Do Use your planning document to draw a postmodern architectural design that demonstrates a connection between form and function.

What You Need

- Drawing paper or graph paper
- Pencil
- Eraser
- Colored pencils
- Ruler



What to Do

1. Review your planning document for your postmodern work of architecture. Make any revisions to your plans if needed.
2. Use either a regular pencil or colored pencils and a ruler (if needed) to draw the front view of the exterior of your planned building from straight on. This is called an elevation drawing.
3. Make sure your elevation drawing reflects specific characteristics of the postmodern style, such as an exaggerated or unique design, unusual shapes, unexpected colors or materials, eclecticism, and/or creative use of historical references.
4. Add labels to your scale drawing to explain its materials or any other special building features. Give your building a title that reveals its function and purpose.

Reflection

How does your building's form connect to its function? How does your design reflect ideas of postmodern architecture?

Centre Pompidou

Richard Rogers and Renzo Piano, 1977

Explore

1. What do you think the architects wanted to achieve in designing Centre Pompidou? Explain your thinking.

2. What does this building help you understand about the time period of the architects who designed it?

Reflection

Centre Pompidou includes architectural structures that are usually hidden in the interior building walls, such as plumbing pipes and escalators, placed on the outside of the building. What do you think the advantages and disadvantages of this type of design might be?

NAME: _____

What I Learned This Year

Answer the following questions about what you learned about various periods of contemporary art.

1. What were some of the main goals or purposes of contemporary artists during the twentieth century, and how did they approach making art that differed from the past?

2. How do you think the role of the viewer has changed across the periods of art you studied?

3. What is one way that art across different periods has reflected changes in society or culture?

A Final Reflection

Explore

1. What is one similarity between *Migrant Mother* by Dorothea Lange and *Chambermaid* by Banksy, even though one is a photograph and the other is street graffiti?

2. How does the sculpture *Bird in Space* relate to the building Neue Staatsgalerie in terms of how they challenged traditional design?

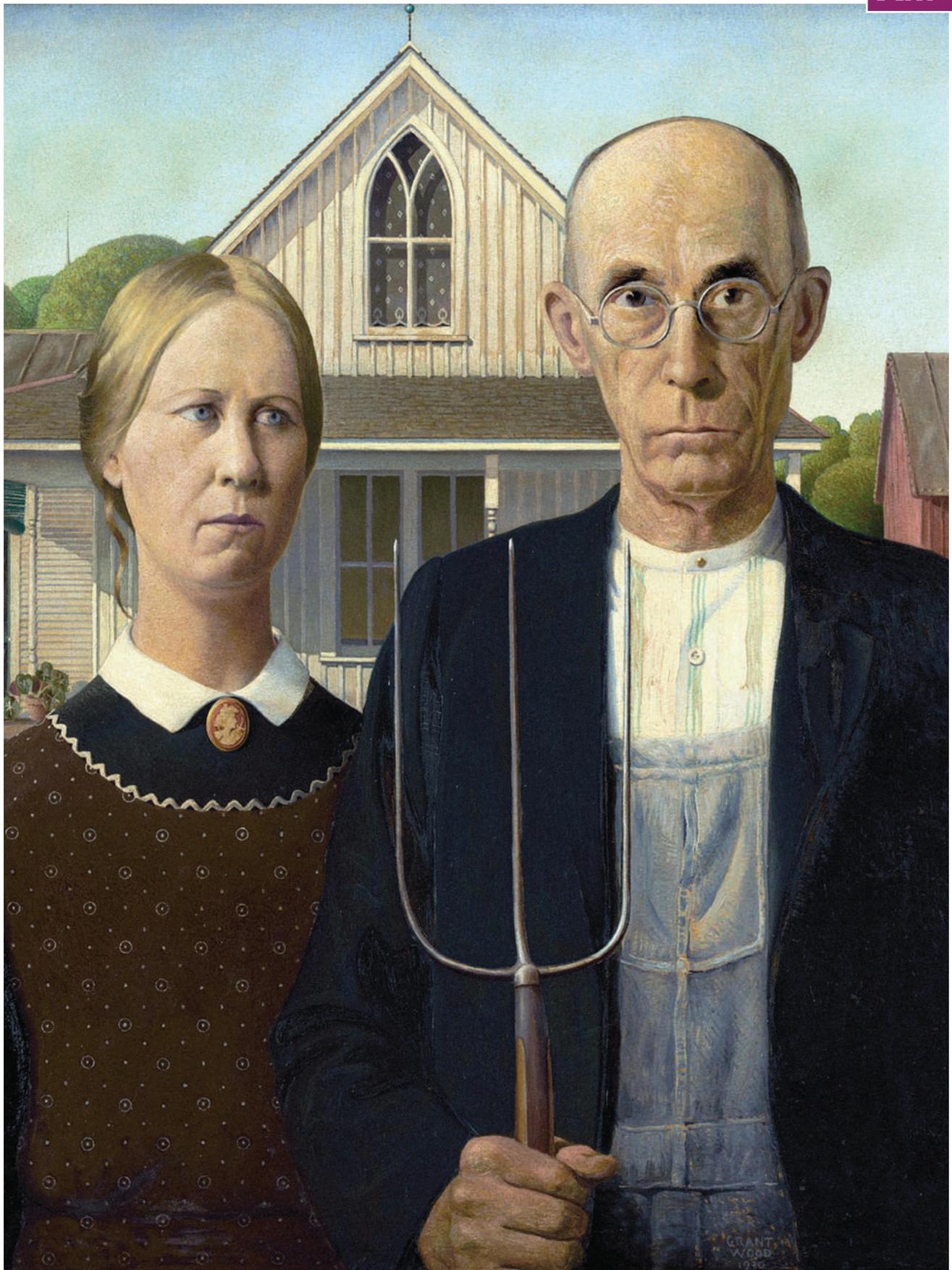
Reflection

How do you think art might continue to change or evolve as we move further into the twenty-first century, and what new ideas, tools, or issues might influence future artists?



Core Knowledge[®]

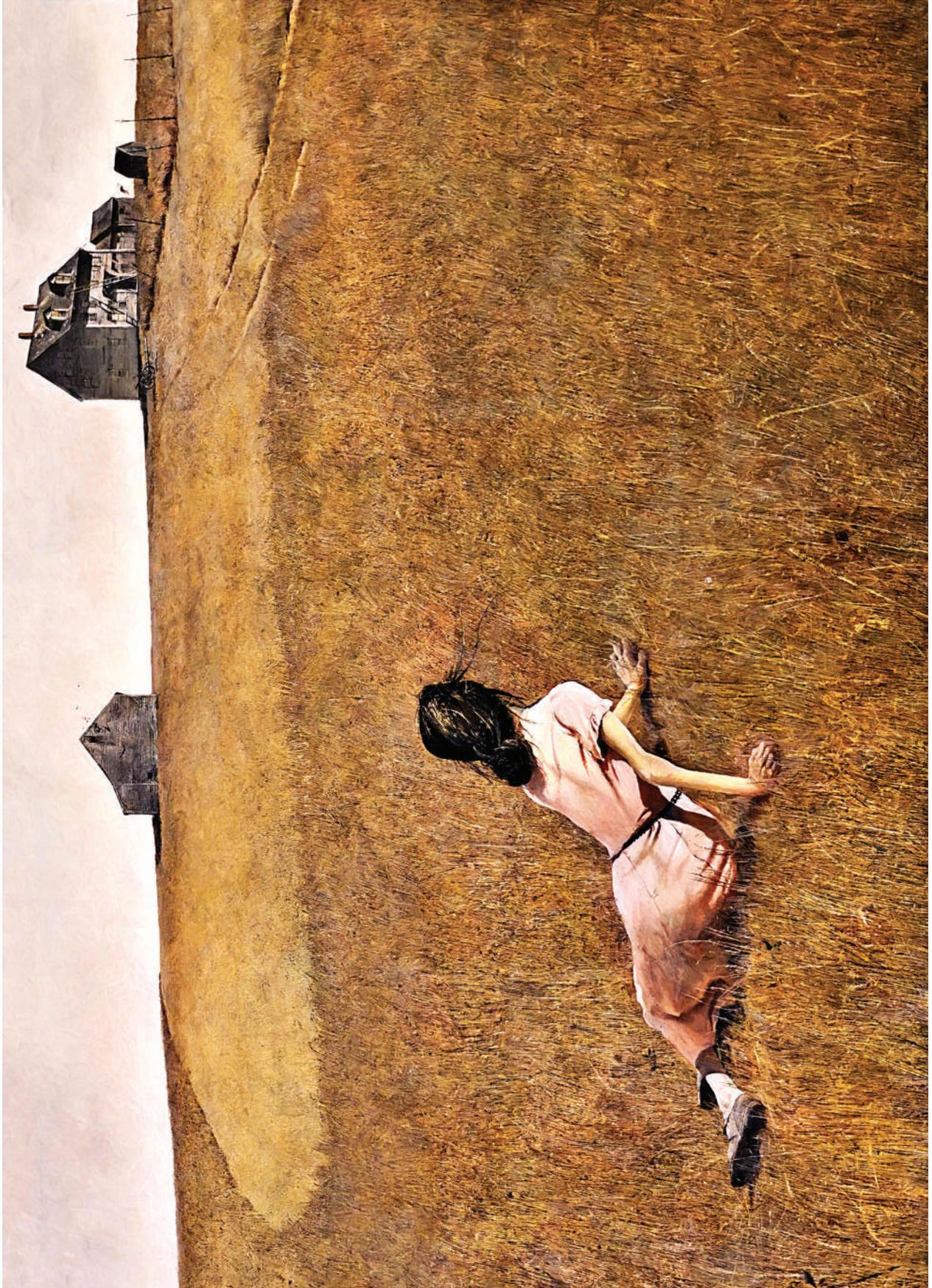
**Grade 8
Art Masterpieces**



American Gothic by Grant Wood



Nighthawks by Edward Hopper



Christina's World by Andrew Wyeth



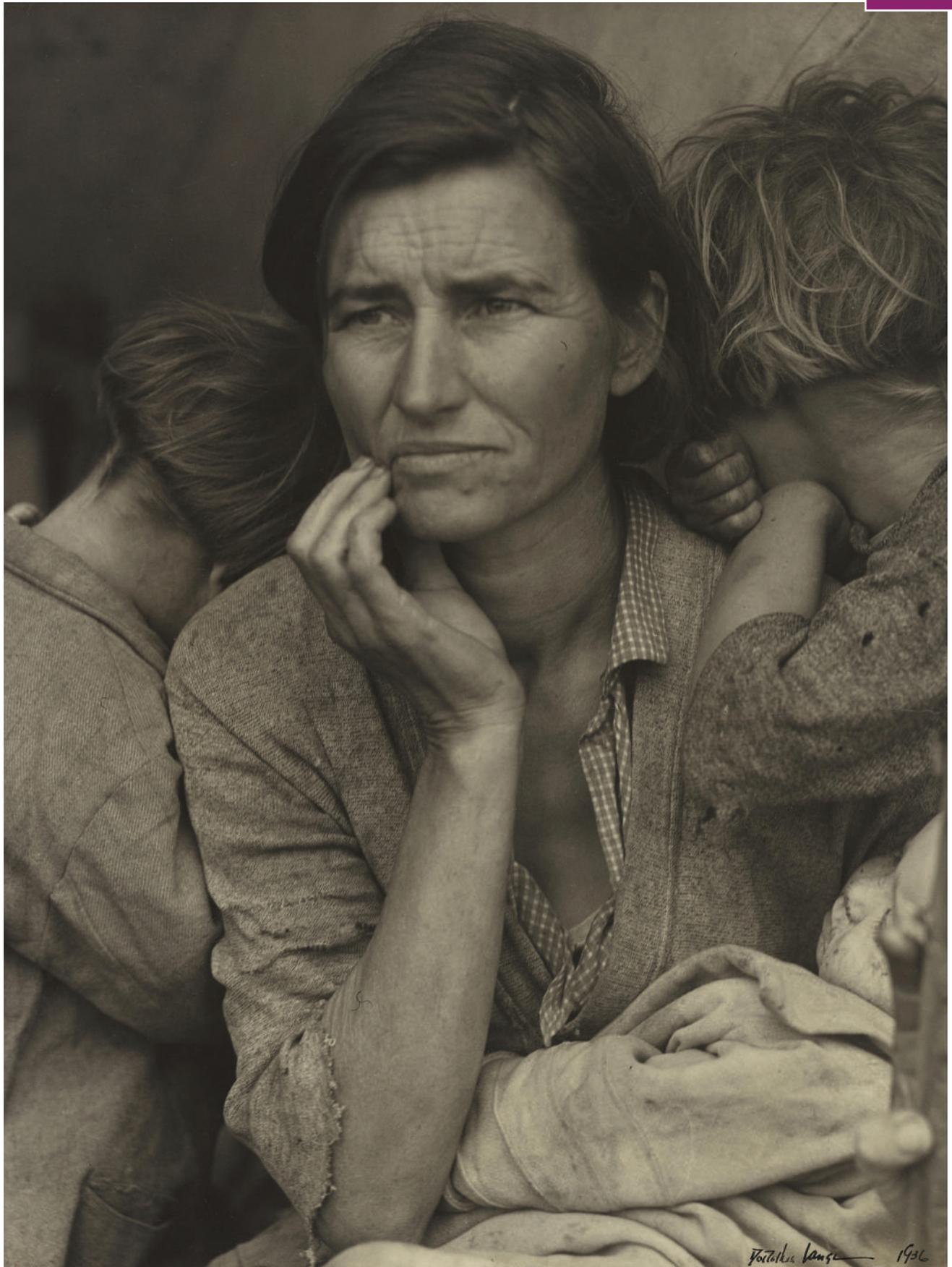
Detroit Industry (Ford River Rouge) by Diego Rivera



Campbell's Soup Cans by Andy Warhol



The Steerage by Alfred Stieglitz



Human Erosion in California (Migrant Mother) by Dorothea Lange



Washington, D.C. Government Charwoman by Gordon Parks



The Thinker by Auguste Rodin



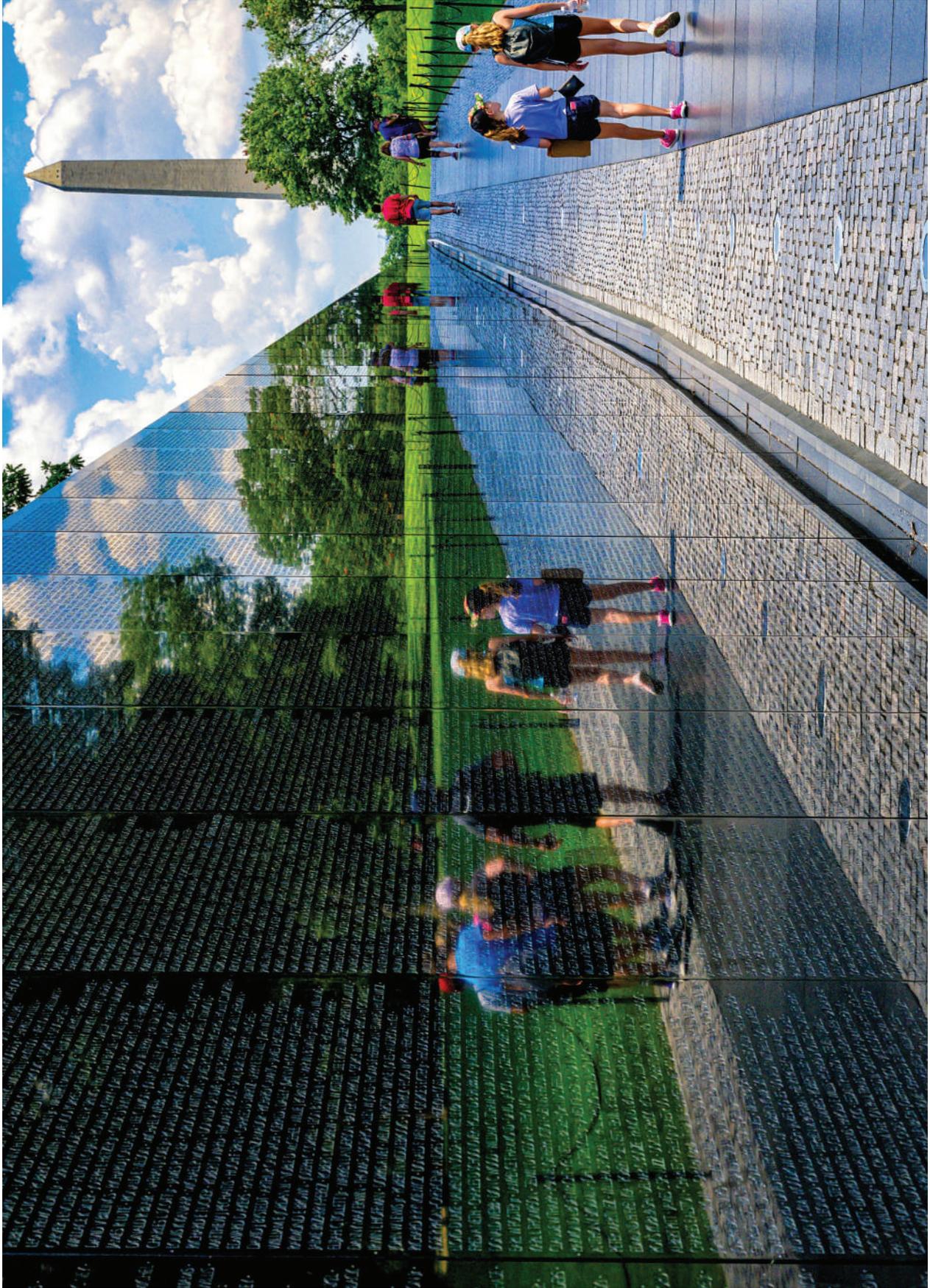
Bird in Space by Constantin Brancusi



Bull's Head by Pablo Picasso



Black Light 1 by Louise Nevelson



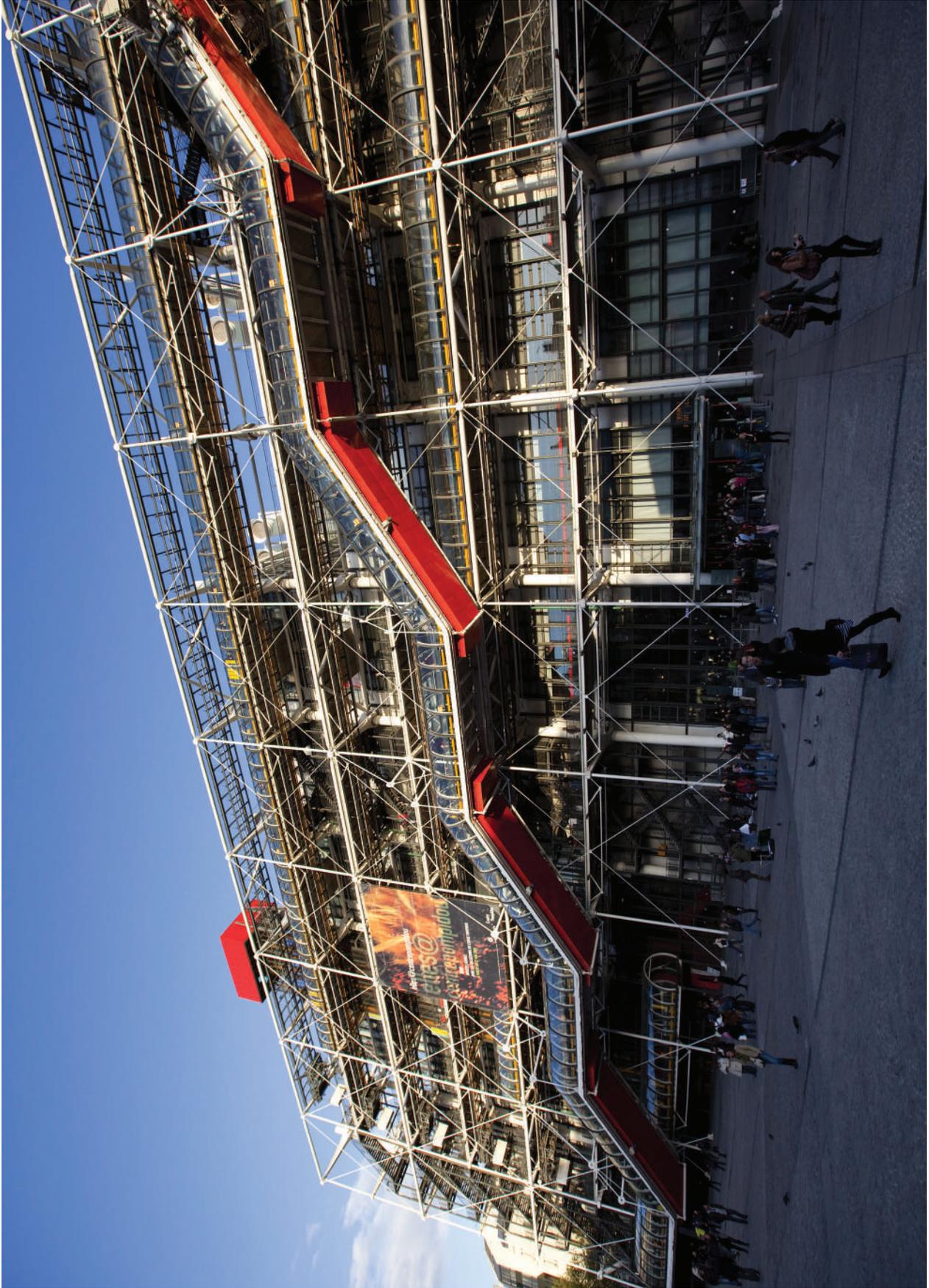
Vietnam Veterans Memorial by Maya Lin



Dos cabezas II by Jean-Michel Basquiat



Chambermaid by Banksy



Centre Pompidou by Richard Rogers and Renzo Piano



Neue Staatsgalerie in Stuttgart, Germany by James Stirling



Guggenheim Bilbao by Frank Gehry



Burj Kalifa, Dubai by SOM (Skidmore, Owings & Merrill)



Core Knowledge Visual Arts®

Editorial Director

Linda Bevilacqua

Editorial Staff

Sue Herndon

Design Manager

Ivan Pesic

Subject Matter Expert

Amy Charleroy, EdD
Teachers College
Columbia University

Illustration and Photo Credits

Album / Alamy Stock Photo: 63
Ambient Excellence / Alamy Stock Photo: 21
Amy Lundstrom / Alamy Stock Photo: 11
Artur Marciniak / Alamy Stock Photo: 15
Bosiljka Zutich / Alamy Stock Photo: 67
classicpaintings / Alamy Stock Photo: i, iii, 45
colaimages / Alamy Stock Photo: 65
Darrin Jenkins / Alamy Stock Photo: 73
Edward Hopper (1882–1967), American realist artist in his studio, c.1945 (b/w photo)/
Everett Collection / Bridgeman Images: 3
FineArt / Alamy Stock Photo: Cover B, 47
GL Archive / Alamy Stock Photo: 5
Gregory Wrona / Alamy Stock Photo: 26
Guggenheim Museum / Bilbao (photo)/Gehry, Frank (b.1929) / American/Picture Alliance / ImageBROKER / Bridgeman Images: 79
Heritage Image Partnership Ltd / Alamy Stock Photo: 59
Ian Dagnall / Alamy Stock Photo: 23
imageBROKER.com / Alamy Stock Photo: Cover D
Ivan Sebborn / Alamy Stock Photo: 69
Jinx Photography People / Alamy Stock Photo: 37
Manfred Glueck / Alamy Stock Photo: 71
Martin Shields / Alamy Stock Photo: 53
Nino Marcutti / Alamy Stock Photo: 81
Oleksandr Lysenko / Alamy Stock Photo: 38
Penta Springs Limited / Alamy Stock Photo: Cover C, 55, 57
ROBERT / Alamy Stock Photo: 49
robertharding / Alamy Stock Photo: 75
Rubens Alarcon / Alamy Stock Photo: 51
Svintage Archive / Alamy Stock Photo: Cover A, 13
The Thinker, modeled 1880–81, cast by Alexis Rudier (1874–1952), 1924 (bronze)/Rodin, Auguste (1840–1917) / French/Philadelphia Museum of Art, Pennsylvania, PA, USA/
Philadelphia Museum of Art / Bridgeman Images: 61
Timo Christ / Alamy Stock Photo: 77
travelib history / Alamy Stock Photo: 12
Zoonar GmbH / Alamy Stock Photo: 4

CKVA™
Core Knowledge **VISUAL ARTS™ GRADE 8**

**Core Knowledge Visual Arts (CKVA) and Core Knowledge Music (CKMusic)
Instructional Materials, K–8**

A comprehensive program in visual arts and music: integrating topics in theory and performance, encouraging creativity, and exploring different cultural expressions and concepts specified at each grade level in the *Core Knowledge Sequence* (Content and Skill Guidelines for Grades K–8)

Core Knowledge GRADE 8

units in this volume include:

**Twentieth-Century Painting
Twentieth-Century Photography
Twentieth-Century Sculpture
Contemporary Art
Postmodern Architecture**

**See Core Knowledge Music Grade 8 for more
information about Grade 8 Music units.**

www.coreknowledge.org

Core Knowledge Curriculum Series™