

Visual Art: Sixth - Eighth Grades

Standards, Learning Expectations, and Performance Indicators

Course Description:

Students in middle grades visual art courses will learn to select, control, and experiment with a variety of art tools, media, and processes used to create works of art and crafts. Students will evaluate historical and personal works of art with increasingly perceptive abilities as they learn and apply organizational components of art and design. Through critiquing techniques, the students develop an appreciation of both the aesthetic and functional aspects of visual art. As the students progress through their study of visual art they gain an understanding of how the arts relate to history, culture, and other disciplines.

Content Standard 1.0: Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Learning Expectations:

The student will:

- 1.1 Demonstrate the use of knowledge in select media, techniques and processes.
- 1.2 Compare and contrast the effective use of communication of ideas through the use of media, tools, techniques, and processes.
- 1.3 Reflect upon the effectiveness of a variety of media.

Performance Indicators:

At Level 1, the student is able to

- use media and tools in a safe and responsible manner;
- explore and describe the different types of media, techniques, and processes used to create two- and three-dimensional works of art;
- reflect and express ideas effectively in at least one medium.

At Level 2, the student is able to

- compare and contrast the different types of media, techniques, and processes used to create two- and three-dimensional works of art;
- develop and demonstrate control with media, techniques, and processes used to create two- and three-dimensional works of art;
- reflect and express ideas symbolically in a variety of media.

At Level 3, the student is able to

- compare and contrast the different effects created by various two- and three-dimensional works of art;
- select appropriate media, techniques, and processes used to create specific effects in order to communicate an intended meaning or function in works of art;.
- reflect, express and communicate ideas symbolically and realistically in a variety of media.

Sample Performance Task:

Linoleum Prints: Students will discuss and research the history of printmaking with an emphasis on block and relief prints. Students will create black and white drawings using positive and negative space. Students will transfer image to the linoleum block and fill the positive space with a marker to indicate the positive space to remain raised. They will use the linoleum tools in a safe and skillful manner to cut away the negative areas of the design. Students will ink and print the images.

Students and teacher will critique the prints. They will evaluate safety and technical procedures using a teacher-created rubric.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Ethics, Legal Issues.

Content Standard 2.0: Structures and Functions

Students will use knowledge of both structures and functions.

Learning Expectations:

The student will:

- 2.1 Develop an awareness of the elements of design and the principles of composition through their application.
- 2.2 Create and evaluate art works that exhibit various sensory and expressive qualities.
- 2.3 Develop an awareness of the function or intrinsic purposes of works of art.
- 2.4 Apply problem-solving skills that lead to solutions to specific visual art tasks.

Performance Indicators:

At Level 1, the student is able to

- identify the elements of design and the principles of composition in works of art;

- apply the knowledge of organizational components of art and design to the creation of their own works of art;
- create functional works of art.

At Level 2, the student is able to

- analyze how the visual components of art and design are used to create different effects in their own works of art and the works of others;
- experiment with ideas and propose and formulate solutions to organizational problems in creating works of art;
- differentiate and appraise the function of works of art.

At Level 3, the student is able to

- plan, select, and purposefully use the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art;
- compare, analyze, judge, and value the functionality of works of art;
- create works of art that use the elements of art and principles of design to solve specific visual arts problems.

Sample Performance Task:

Unity in a Cubist Painting: Introduce certain attributes of cubist paintings (repetition of shapes, lines, colors, and textures) that create unity in the artwork. (Ex. "Still Life with Guitar" by George Braque and "Guernica" by Pablo Picasso). Students will create a figurative drawing in which the shapes of the subject have been altered or stylized. An imaginative environment for the figure will be created by repeating similar shapes as were used to draw the human figure. Lines, colors, and textures will also be repeated throughout the drawing so that the figure-ground configuration is abstract but representational. The final product will then illustrate cubist theory and will be a work that is unified through the repetition of shapes, lines, colors, and textures.

Students will critique their work as to their effectiveness as being examples of unity and cubism.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics

Content Standard 3.0: Evaluation

Students will chose and evaluate a range of subject matter, symbols, and ideas.

Learning Expectations:

The student will:

- 3.1 Evaluate subjects, themes and symbols and their origins.
- 3.2 Use subjects, themes and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.

Performance Indicators:

At Level 1, the student is able to

- explore prospective content for works of art;
- create art, selecting and using appropriate subject matter, symbols, and ideas.

At Level 2, the student is able to

- use subjects, themes and symbols that communicate and express intended meaning;
- consider and compare sources for subject matter, symbols and ideas in their own work and the work of others.

At Level 3, the student is able to

- analyze the use of subjects, themes, symbols and ideas explaining why they are of value in their own works of art;
- describe the origins of specific subjects, themes, problems and ideas explaining why they are of value in their own artwork and in the works of others.

Sample Performance Task:

Chinese Calligraphy: Students will identify Chinese pictographs. The teacher will demonstrate making Chinese characters and explain their meanings. Students will practice making brush strokes. Students will view and discuss painted scrolls. Students will then select characters and paint on their own scrolls. The scrolls will be displayed and the class will critique them as to the correctness of line, form and craftsmanship.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Poetry, Mathematics

Content Standard 4.0: Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures.

Learning Expectations:

The student will:

- 4.1 Describe and place a variety of art objects in historical and cultural contexts.
- 4.2 Know and compare the characteristics of artworks in various eras and cultures.
- 4.3 Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 4.4 Recognize the role of artists in our community and society.

Performance Indicators:

At Level 1, the student is able to

- describe and place a variety of artists and works of art in their contexts in cultures, times, and places;
- investigate the functions of the arts in society and ways the visual arts have an impact(e.g., social, political, economic, religious, individual).

At Level 2, the student is able to

- examine and differentiate characteristics of the visual arts in diverse cultures, times and places;
- describe how artists contribute to community, society and culture.

At Level 3, the student is able to

- analyze how art and artists influence each other within and across cultures, time, and places;
- speculate on how factors of time and place (e.g. climate, resources, ideas, technology) give meaning or function to a work of art from a variety of cultures, times, and places.

Sample Performance Task:

Students will be led in a discussion of the history and techniques of African Adinkra printmaking. After looking at examples of Adinkra art and comparing it to Egyptian hieroglyphics, Hopi pictographs, Pre-Columbian ideographs and Christian iconographs, students will explore creating their own unique symbol relating to their own interests which will be printed on cloth. Students will review the relief printmaking process and observe a demonstration of relief printing. Students will discuss the cultural significance of their design and how they were influenced by their personal experiences. Students will compare and contrast the similarities of their design to the Adinkra, Egyptian, Hopi, Pre-Columbian and Christian designs.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Ethics, Legal Issues.

Content Standard 5.0: Reflection and Assessment

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Learning Expectations:

The student will:

- 5.1 Compare multiple purposes for creating works of art.
- 5.2 Analyze contemporary and historic meanings in specific artworks, including mass media, through cultural and aesthetic inquiry.
- 5.3 Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
- 5.4 Investigate and design works of art that communicate sensitivity to the natural and manmade environment.

Performance Indicators:

At Level 1, the student is able to

- identify various purposes for creating works of art;
- understand and apply visual arts vocabulary when observing, describing, analyzing, and interpreting works of art;
- express personal preferences based on processes of art criticism;
- identify and discuss art from mass media that communicates sensitivity or lack of sensitivity to the natural or manmade environment.

At Level 2, the student is able to

- examine different ways that visual arts provide opportunities for expressing ideas, actions, and emotions;
- describe and interpret different ways that human experience is reflected in contemporary and historic works of art;
- explain a variety of individual responses to their own artworks and to artworks of others;
- select and examine art from school and community environments that communicates sensitivity or lack of sensitivity to the natural or manmade environment.

At Level 3, the student is able to

- compare and contrast different ways that visual arts provide opportunities for expressing ideas, actions, and emotions;
- analyze different ways that human experience is reflected in contemporary and historic works of art;

- describe and compare a variety of individual responses to their own artworks and to artworks of others;
- assemble a collection of images from the world environment that communicates sensitivity or lack of sensitivity to the natural or manmade environment.

Sample Performance Task:

Students will research and categorize examples of historical and contemporary headgear. Identify purposes of various hats and headgear. Analyze how the design reflects the purpose of the headgear. Evaluate students by student response to listing and discussing various hats and headgear.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics

Content Standard 6.0: Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Expectations:

The student will:

- 6.1 Recognize the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.
- 6.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Performance Indicators:

At Level 1, the student is able to

- discuss the characteristics of works in two or more arts disciplines (e.g. pattern, rhythm, balance, shape, space);
- identify ways in which common principles and subjects of other disciplines in the curriculum are interrelated to the visual arts;
- recognize the meaningful integration of visual and performing arts concepts and knowledge in other disciplines.

At Level 2, the student is able to

- compare the characteristics of works in two or more arts disciplines (e.g. pattern, rhythm, balance, shape, space);
- analyze ways in which common principles and subjects of other disciplines in the curriculum are interrelated to the visual arts;
- demonstrate an understanding of the meaningful integration of visual and performing arts concepts and knowledge in other disciplines.

At Level 3, the student is able to

- evaluate the characteristics of works in two or more arts disciplines (e.g. pattern, rhythm, balance, shape, space);
- distinguish and differentiate ways in which common principles and subjects of other disciplines in the curriculum are interrelated to the visual arts;
- assess the meaningful integration of visual and performing arts concepts and knowledge in other disciplines.

Sample Performance Task:

Random and Repeated Patterns: Introduce students to the relationship of random and repeated patterns in visual art and other disciplines (science, math, music, etc.) Students will be divided into two groups. Group A will develop random patterns while listening to a jazz composition. Group B will create repeated patterns while listening to a classical composition. Each group will be given one or two shapes and colors to use in their pattern development. Students will glue shapes on to a colored background. Students will display their artwork and compare and contrast the random and repeated patterns through a class discussion.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Performing Arts.