

# VISUAL ART CURRICULUM STANDARDS

## GRADES 6-8

### **Standard 1.0 Media, Techniques and Processes**

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

#### **Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate an understanding of the application of current media, techniques, technologies, and processes.
- 1.2 Demonstrate an understanding of the safe and responsible use of art media and tools.
- 1.3 Compare and contrast the effective communication of ideas through the use of media, techniques, technologies, and processes.
- 1.4 Reflect on the qualities and characteristics of a variety of media.

#### **Checks for Understanding**

Formative:

- 1.1 Identify and recognize media and tools (i.e. name the specific tools and materials being used).
- 1.2 Use media and tools safely and appropriately (i.e., show correct manipulation of materials and tools).
- 1.3 Communicate ideas both verbally and non-verbally (i.e., in written or oral discussions about works of art).
- 1.4 Identify and recognize qualities and characteristics of a medium (e.g., discuss the physical properties and aesthetic characteristics of a specific medium).

Summative:

- 1.1 Demonstrate proficiency in the use of media, techniques, technologies, and processes (e.g., distinguish between and correctly use tools and media).
- 1.2 Use media and tools safely and without incident (i.e., show control and safe use of tools and materials).
- 1.3 Communicate ideas effectively to the viewer both verbally and non-verbally (e.g., class critiques, displays, assignments, class discussions).
- 1.4 Apply successfully the qualities and characteristics of a chosen medium (e.g., make informed selection of materials based on anticipated physical/aesthetic qualities).

#### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Explore and describe different types of media, techniques, technologies, and processes.
- 1.1.2 Develop and demonstrate control of different types of media, techniques, and processes.

- 1.1.3 Select appropriate media, techniques, and processes to create intended meaning and desired effect in a work of art.
- 1.2.1 Use media and tools in a safe and responsible manner.
- 1.2.2 Use media and tools in a safe, responsible, and effective manner.
- 1.2.3 Use media and tools in a safe, responsible, effective, and accomplished manner.
- 1.3.1 Recognize how ideas are communicated through the use of media, techniques, technologies, and processes.
- 1.3.2 Explore how ideas are communicated through the use of media, techniques, and processes.
- 1.3.3 Consider and communicate a specific idea through the appropriate use of media, techniques, and processes.
- 1.4.1 Demonstrate an understanding of the qualities and characteristics of an art medium.
- 1.4.2 Demonstrate an understanding of the qualities and characteristics of art media.
- 1.4.3 Demonstrate an understanding of how the qualities and characteristics of a variety of art media relate to each other.

## **Standard 2.0 Structures and Functions**

**Students will use knowledge of both structures and functions.**

### **Course Level Expectations (CLEs)**

The students will

- 2.1 Demonstrate an understanding of the elements of art and the principles of design.
- 2.2 Demonstrate critical thinking skills in addressing visual arts assignments.
- 2.3 Demonstrate an understanding of various sensory and expressive qualities in a work of art.
- 2.4 Compare and contrast organizational structures in works of art.
- 2.5 Reflect on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.

### **Checks for Understanding**

Formative:

- 2.1 Identify the elements of art and principles of design (i.e., name the elements and principles).
- 2.2 Strategize solutions to a specific visual art assignment (e.g., generate or brainstorm ideas, complete thumbnail sketches of ideas, develop solutions).
- 2.3 Recognize that various sensory and expressive qualities in art evoke ideas and emotions (e.g., discuss the ideas and feelings portrayed in a work of art).

- 2.4 Identify organizational structures in a work of art (i.e., list the elements and principles used in a specific work of art)
- 2.5 Recognize that structures and functions can be used to communicate ideas (i.e., discuss the message created through the use of elements and principles within a work of art).

Summative:

- 2.1 Use the elements and principles appropriately in discussion and creation of a work of art (e.g., correct use of vocabulary in written and oral description of art work, informed use of elements and principles in creating artwork).
- 2.2 Execute chosen strategies to solve specific visual art assignments (e.g., choose best strategy and complete a work of art).
- 2.3 Use the various sensory and expressive qualities in art to evoke ideas and emotions (e.g., create an artwork that portrays a specific mood or feeling).
- 2.4 Apply organizational structures in a work of art (e.g., create a work of art that combines one or more elements of art with one or more principles of design).
- 2.5 Communicate ideas through the use of structures and functions in a work of art (e.g., create a narrative artwork that combines the elements and principles).

**Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Identify the elements of art and principles of design.
- 2.1.2 Analyze the elements of art and principles of design.
- 2.1.3 Apply the elements of art and principles of design.
  
- 2.2.1 Identify specific issues in visual art assignments.
- 2.2.2 Formulate a strategy to address a specific visual art assignment.
- 2.2.3 Choose and execute, successfully, a solution to a specific visual art assignment.
  
- 2.3.1 Recognize various sensory and expressive qualities in a work of art.
- 2.3.2 Analyze various sensory and expressive qualities in a work of art.
- 2.3.3 Apply various sensory and expressive qualities in a work of art.
  
- 2.4.1 Recognize organizational structures in works of art.
- 2.4.2 Analyze organizational structures in works of art.
- 2.4.3 Compare similarities among and differences between organizational structures in works of art.
  
- 2.5.1 Identify the effective use of structures and functions to communicate ideas in works of art.
- 2.5.2 Analyze the effective use of structures and functions to communicate ideas in works of art.
- 2.5.3 Apply structures and functions to communicate ideas in works of art in an effective manner.

## **Standard 3.0 Evaluation**

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

### **Course Level Expectations (CLEs)**

The student will

- 3.1 Recognize and use subject matter, themes, and symbols in works of art.
- 3.2 Demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.
- 3.3 Reflect on the effective use of subject matter, symbols, and ideas.

### **Checks for Understanding**

Formative:

- 3.1 Describe the subject matter in a work of art (e.g., identify the subject matter of the artwork).  
Describe the themes in a work of art (e.g., identify themes in artwork).  
Describe the symbols in a work of art (e.g., name the specific symbols used in artwork).
- 3.2 Explore meaning through context, value, and/or aesthetics (e.g., identify implied meaning in a work of art based on context).
- 3.3 Analyze use of subject matter in a work of art (e.g., discuss an artist's use of subject matter such as trees or flowers in a work of art).  
Analyze use of symbols in a work of art (e.g., discuss an artist's use of symbols such as Jasper Johns' 'target' in a work of art).  
Analyze use of ideas in a work of art (e.g., discuss an artist's use of ideas such as war, environmental concerns, love, in a work of art).

Summative:

- 3.1 Use, successfully, subject matter in a work of art.  
Use, successfully, themes in a work of art.  
Use, successfully, symbols in a work of art.
- 3.2 Communicate a specific idea through contexts, values, and aesthetics in a work of art.
- 3.3 Choose and execute subject matter in a work of art (e.g., use subject matter such as trees or flowers in a work of art).  
Choose and execute symbols in a work of art (e.g., use symbols such as Jasper Johns' 'target' in a work of art).  
Choose and execute ideas in a work of art (e.g., use ideas such as war, environmental concerns, love, in a work of art).

### **Student Performance Indicators (SPIs)**

The student is able to

## Level 1

- 3.1.1 Identify subject matter, themes, and symbols in works of art.
- 3.1.2 Analyze the use of subjects, themes, and symbols in works of art.
- 3.1.3 Apply subjects, themes, and symbols in works of art in an effective manner.
  
- 3.2.1 Recognize contexts, values, and aesthetics used to communicate intended meanings in artworks.
- 3.2.2 Analyze contexts, values, and aesthetics used to communicate intended meanings in artworks.
- 3.2.3 Apply contexts, values, and aesthetics used to communicate intended meanings in artworks.
  
- 3.3.1 Recognize the effective use of subject matter, symbols, and ideas
- 3.3.2 Analyze the effective use of subject matter, symbols, and ideas
- 3.3.3 Judge the effective use of subject matter, symbols, and ideas

## **Standard 4.0 Historical and Cultural Relationships**

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

### **Course Level Expectations (CLEs)**

The student will:

- 4.1 Demonstrate an understanding of the historical and cultural contexts of artwork.
- 4.2 Demonstrate an understanding of the role of artists throughout history and cultures.
- 4.3 Compare and contrast the characteristics of artwork in various eras and cultures.
- 4.4 Reflect on how cultural factors of time and place influence the meaning of artworks.
- 4.5 Reflect on how historical and cultural factors influence contemporary artwork and visual culture.

### **Checks for Understanding**

Formative:

- 4.1 Communicate how societies and cultures influence works of art.
- 4.2 Demonstrate an understanding of the influence and impact of artists through history and across cultures.
- 4.3 Recognize similarities and differences in artwork from given eras.
- 4.4 Discuss how the cultural context of a work of art contributes to its meaning.
- 4.5 Discuss how contemporary artwork is influenced by historical and cultural factors.

Summative:

- 4.1 Recognize an artist's use of historical and cultural influences in an art work (e.g., class critiques and discussion(s)).

- 4.2 Identify the influence and impact specific artists have demonstrated through history and across cultures.
- 4.3 Compare and contrast specific artwork from given eras.
- 4.4 Demonstrate an understanding of how the cultural context of a work of art contributes to its meaning.
- 4.5 Demonstrate how contemporary artwork is influenced by historical and cultural factors.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Identify the historical and cultural context of a specific artwork.
- 4.1.2 Examine the historical and cultural contexts of given artwork.
- 4.1.3 Report on the historical and cultural contexts of given artwork.
  
- 4.2.1 Identify the role of artists throughout history and cultures.
- 4.2.2 Examine the role of artists throughout history and cultures.
- 4.2.3 Deliberate on the role of artists throughout history and cultures.
  
- 4.3.1 Identify the characteristics of artwork in various eras and cultures.
- 4.3.2 Analyze the characteristics of artwork in various eras and cultures.
- 4.3.3 Evaluate the characteristics of artwork in various eras and cultures.
  
- 4.4.1 Recognize how cultural factors of time and place influence the meaning of artworks.
- 4.4.2 Analyze how cultural factors of time and place influence the meaning of artworks.
- 4.4.3 Evaluate how cultural factors of time and place influence the meaning of artworks.
  
- 4.5.1 Identify how historical and cultural factors influence contemporary artwork.
- 4.5.2 Examine how historical and cultural factors influence contemporary artwork.
- 4.5.3 Evaluate how historical and cultural factors influence contemporary artwork.

### **Standard 5.0 Reflecting and Assessing**

**The student will reflect upon and assess the characteristics and merits of their work and the work of others.**

### **Course Level Expectations (CLEs)**

The student will

- 5.1 Demonstrate an understanding of multiple intentions in creating works of art.
- 5.2 Demonstrate an understanding of various interpretations of works of art.
- 5.3 Compare and contrast one's artwork with the artwork of others.
- 5.4 Understand the strategies involved in a successful critique.

## **Checks for Understanding**

Formative:

- 5.1 Recognize intentions and factors that motivate artists to create art.
- 5.2 Recognize various interpretations of works of art.
- 5.3 Discuss one's art and the art of others in class critiques.
- 5.4 Identify how description, analysis, interpretation and judgment are factors of a successful critique.

Summative:

- 5.1 Evaluate intentions and factors that motivate artists to create art.
- 5.2 Interpret the possible meaning of a work of art in two ways.
- 5.3 Reflect on the discussion of one's art and the art of others in class critiques.
- 5.4 Use description, analysis, interpretation and judgment to successfully critique a work of art.

## **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Identify multiple intentions in creating works of art.
- 5.1.2 Analyze multiple intentions in creating works of art.
- 5.1.3 Evaluate multiple intentions in creating works of art.
  
- 5.2.1 Identify various interpretations of works of art.
- 5.2.2 Analyze various interpretations of works of art.
- 5.2.3 Consider various interpretations of works of art.
  
- 5.3.1 Identify similarities among one's artwork and the artwork of others.
- 5.3.2 Analyze similarities among and differences between one's artwork and the artwork of others.
- 5.3.3 Deliberate on the similarities among and differences between one's artwork and the artwork of others.
  
- 5.4.1 Identify the strategies involved in a successful critique.
- 5.4.2 Analyze positive qualities of an artwork using the strategies involved in a successful critique.
- 5.4.3 Evaluate qualities of an artwork using the strategies involved in a successful critique.

## **Standard 6.0 Interdisciplinary Connections**

**Students will make connections between visual arts and other disciplines.**

## **Course Level Expectations (CLEs)**

The student will

- 6.1 Demonstrate an understanding of similarities between visual arts and other academic disciplines.
- 6.2 Discover how unique qualities of visual art compliment student's total learning.

### **Checks for Understanding**

Formative:

- 6.1 Identify, ideas, issues, and/or themes present in visual art and another academic discipline.
- 6.2 Identify how the unique characteristics of visual art improve comprehension of another academic discipline (e.g., measuring skills/math; topography skills/social studies; parts-to-whole/English-Language Arts).

Summative:

- 6.1 Create a work of art using ideas, issues, and/or themes present in visual art and another academic discipline.
- 6.2 Discuss how the study of visual art contributes greater understanding of another academic discipline.  
Demonstrate how study in visual art, when combined with another academic discipline, contributes to problem-solving skills.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Identify similarities between visual art and another academic discipline.
- 6.1.2 Examine similarities between visual art and another academic discipline.
- 6.1.3 Consider similarities between visual art and other academic disciplines.
  
- 6.2.1 Identify 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).
- 6.2.2 Examine 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).
- 6.2.3 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).