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).