

Visual and Performing Arts 7-8

The fundamental purpose of teaching art is to enable personal, intellectual, social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of

Standard 1.1 (Aesthetics) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION AND RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of Building upon the knowledge and skills gained in preceding grades, by the end of grade 8, students will:

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| 1.1.8A.1 Examine works of art that communicate significant cultural beliefs of values. | (7): Clay Figures, Surrealism
(8): Chinese Paintings |
| 1.1.8A.2 Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas. | (7): Surrealism
(8): Realistic Drawing Unit |
| 1.1.8A.3 Analyze how art is often defined by its originality. | (7): Surrealism (8): Modern Grid Drawing |
| 1.1.8B.1 Differentiate between the unique and common properties in all of the | (7-8): Use a variety of media for drawing and painting/compare |
| 1.1.8B.2 Distinguish among artistic styles, trends, and movements in various forms. | (7-8): explore creative possibilities of a variety of media |
| 1.1.8B.3 Express how art is inspired by an individual's imagination. | (7-8): Encourage art as a means of non-verbal communication |
| 1.1.8B.4 Describe changes in meaning over time in the perception of a known work of art. | (7): Surrealism/Dali |

Standard 1.2 (Creation and Performance) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to successful completion of tasks. The By the end of Grade 7-8, students will:

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| 1.2.8D.1 Incorporate various elements and principles in the creation of work art. | (7): Architecture, Graphic Art
(8): Acrylic Landscape, Graphic Art | |
| 1.2.8D.2 Explore various media, technologies, and processes in the production of two and three dimensional art. | Create 3-D forms utilizing a variety of sculptural techniques | |
| 1.2.8D.3 Identify form, functionalism, craftsmanship, and originality when creating a work of art. | (7): Architecture, Pottery
(8): Coil Pots | |
| 1.2.8D.4 Identify careers and lifelong opportunities for making art. | (7-8): Architecture, Graphic Art, Advertisements, Discussion of arts-related careers | |

Standard 1.3 (Elements and Principles) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, By the end of Grade 7-8, students will:

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| 1.3.8D.1 Define the elements of art and principles of design that are evident in everyday life. | (7-8): Discuss relationship of art to other subjects/Perspective, Proportion | |
| 1.3.8D.2 Apply the principles of design to interpret various masterworks of art. | (7-8): introduce artists and their experiences with techniques | |
| 1.3.8D.3 Compare and contrast works of art in various media that utilize the same arts elements and principles of design. | | |

Standard 1.4 (Critique) ALL STUDENTS WILL DEVELOP, APPLY, AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Art Criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences By the end of Grade 7-8, students will:

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| 1.4.8A.1 Explain the process of critique using the progression of description, analysis, interpretation, and evaluation. | (7-8): participate in detailed evaluation and critique of work | |
| 1.4.8A.2 Compare artistic content among contrasting art works in the same domain | | |
| 1.4.8B.1 Evaluate the judgment of others based on the process of critique. | (7-8): Participate in evaluation and critique of work | |
| 1.4.8B.2 Compare and contrast the technical proficiency of artists. | (7): Surrealism (8): Realistic Drawing Unit | |

Standard 1.5 (History/Culture) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY AND SOCIETY.

Descriptive Statement: The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of By the end of Grade 7-8, students will:

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| 1.5.8A.1 Analyze how the technological changes have influenced the development of the arts. | (7-8): Graphic Arts |
| 1.5.8A.2 Examine how the social and political environment influences artists: various social/historical/political contexts. | (7-8): discuss/compare artists and their experiences with technique and life influences |
| 1.5.8B.1 Identify the common artistic elements that help define a given historical period. | (7-8): discuss relationship between arts and culture/participate in art exchange, further discuss art genres/ artists and their experiences with technique |
| 1.5.8B.2 Discuss how cultural influences add to the understanding of works | (7-8): discuss relationship between arts and culture/participate in art exchange |