

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Visual Arts
Grades 7-8

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. Students recognize the interrelationships among visual and performing arts disciplines.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Discuss the historical and cultural contexts of the visual arts.	<ul style="list-style-type: none"> • 6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements. • 6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline. • 6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of the culture upon a work of art. (936.01.b2) • 6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one's own culture. 	<ul style="list-style-type: none"> • Identify works of art belonging to various time periods or artists, as well as racial and ethnic influences. • Discuss and lecture specifics of particular art works of artist's paintings/sculpture. • Identify works of art from specific places during historical significant times. What pieces, ex: Why • Create a visual piece successfully communicating a central theme or idea utilizing feelings, attitudes and issues - past and present; local and worldwide. 	<ul style="list-style-type: none"> • View selection of slides, videos • Gallery visitation • Posters • Art magazine articles • Mixed media materials (i.e. pastels, watercolors, ink) • Explore advertisement in movies, music videos • School related band performance • View art magazines in class, TV ads, newspaper ads/pictures, creative/artistic movies / 	
Goal 1.2: Explain the inter-relationships among visual and performing arts disciplines.	<ul style="list-style-type: none"> • 6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions. (971.02.b1) • 6-8.VA.1.2.2 Communicate ways in which integrated art forms create meaning. 	<ul style="list-style-type: none"> • Discuss how visual arts are used in performance - common traits, elements of art, principles of design • Create school drama props, music video • Create a 2D or 3D 		

		visual art piece that serves as prop or ad to promote school performances	animation	
--	--	---	-----------	--

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 6-8 analyze and interpret works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibiting of art.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Conduct analyses in the visual arts.	<ul style="list-style-type: none"> 6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms. (938.01.b1) 6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art. 6-8.VA.2.1.3 Interpret a variety of art works using appropriate arts vocabulary. 6-8.VA.2.1.4 Identify symbols, themes and iconography commonly used in selected diverse cultures. 6-8.VA.2.1.5 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, 	<ul style="list-style-type: none"> Draw or paint your version of a famous artist’s art using the main elements of art and/or principles of design used by the artist. Discuss principles and element in ads / photos and what is the aim of the ad or photo - thought, feeling, emotion or message Students will create a piece of sculpture that they have identified to have special meaning to them - they will articulate that meaning on a separate piece of paper. Create a universal icon, symbol or logo Using slides, examine basic elements of art and principles of design of famous artists. Pick a specific period, style or type 	<ul style="list-style-type: none"> Slides Find ads / photos in magazines to discuss Slides Posters Slides 	

	<p>and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.</p>	<p>to focus on, or 1, 2, or 3 particular, possible diverse artists to show contrast.</p> <ul style="list-style-type: none"> • Create a scrapbook project using some similar techniques and methods as wood block print makers. 	<ul style="list-style-type: none"> • Video 	
<p>Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.</p>	<ul style="list-style-type: none"> • 6-8.VA.2.2.1 Investigate the various purposes art plays in society today. • 6-8.VA.2.2.2 Analyze the artist’s use of sensory, formal, technical, and expressive properties in a work of art. • 6-8.VA.2.2.3 Determine criteria used in making informed judgments about art. • 6-8.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. (940.03.b3) • 6-8.VA.2.2.5 Show respect for personal work and works of others. (940.03.b4) • 6-8.VA.2.2.6 Write an artist’s statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work) 	<ul style="list-style-type: none"> • Visit a local gallery. Video tape various TV commercials and programs that use art to create social commentary. View and discuss in class. • Show slides of Picasso’s many styles/periods and discuss. • Relate back to [redacted] and discuss styles/[redacted] to creating a piece of art. • Take a field trip to local gallery or setup critic in classroom. • After finishing a project have students fill out an evaluation form to include how, what, why to you (the artist.) • Look at slides of the 	<ul style="list-style-type: none"> • Slides • Posters • Books • Copy an artist’s work - painting • Evaluation form • Slides 	

	<ul style="list-style-type: none"> 6-8.VA.2.2.7 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (938.03.b3) 	<p>surrealist artists - discuss how they use right brain creative techniques and how you can use those same techniques. Take from what's been used and not duplicated but through understanding create your own expressive art that be similar without being a duplicate.</p>		
--	---	---	--	--

Standard 3: Performance

Communicate through the visual arts articulately and expressively. Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent in written form.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Demonstrate skills essential to the visual arts.	<ul style="list-style-type: none"> 6-8.VA.3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. (940.01.b1) 6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment. 6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea. 6-8.VA.3.1.4 Produce art that demonstrates refined observation skills 	<ul style="list-style-type: none"> Create a logo for a tee-shirt (school logo) Create an etching to be used to create cards. Drawing project - pastel chalk rubbing which incorporates all the basics. Linear and optical perspective drawing from environment 	<ul style="list-style-type: none"> Books - font and lettering Images from well known companies Demonstrations - connect use, care, storage Demonstration Overhead projector 	

	<p>from life.</p> <ul style="list-style-type: none"> 6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist's sketchbook. 6-8.VA.3.1.6 Critique one's own work with the intention of revision and refinement. 	<p>drawn outside on school property.</p> <ul style="list-style-type: none"> Create a cartoon character. Use information presented in class handout. Do multiple sketches and keep refining. Display students work after a project is finished with the intention of discussing changes for next project. 	<ul style="list-style-type: none"> Books Video 	
<p>Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.</p>	<ul style="list-style-type: none"> 6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas. (940.02.b1) 6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork. 6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style. 6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art. 6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art. 	<ul style="list-style-type: none"> Draw or paint a picture that is meant to invoke a feeling or emotion. Create an advertisement with visuals. Place around school. Paint a cubistic painting using a still life put together by students. Create a stage setting, including lights, backdrops and music. Use world or local events as subject matter - make a sculpture to be displayed around school. 	<ul style="list-style-type: none"> Slides Computer Copy machine Various electronics 	
<p>Goal 3.3: Communicate through the visual arts with creative expression.</p>	<ul style="list-style-type: none"> 6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts. 6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs. (940.03.b2) 	<ul style="list-style-type: none"> Design an album / CD cover. Use computer to detail and refine. Design a piece of art based on your travels. Make a collage that confronts a social issue. 	<ul style="list-style-type: none"> Computer 	

	<ul style="list-style-type: none"> • 6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art. • 6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work 	<ul style="list-style-type: none"> • Draw sketches / idea of a visual pun. Change images using principles of design. • Display group collage drawings each student does in sections. List students involved, theme or message, basic elements of art used and principles of design used. 		
--	--	--	--	--