Model Curriculum – The Arts
Visual Art 6-8
CLICK on the blue number code of each content statement to view the model curriculum page.

Enduring Understandings

| Personal Choice and Vision | Students construct and solve problems of personal relevance and interest when expressing themselves through visual art. |
| Critical and Creative Thinking | Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways. |
| Authentic Application & Collaboration | Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs. |
| Literacy: | As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day. |

Progress Points

Students will, at the appropriate developmental level:

A. Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.
B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.
C. Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints.
D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.
E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>Cognitive and Creative Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCEIVING/KNOWING (PE)</td>
<td>PRODUCING/PERFORMING (PR)</td>
</tr>
<tr>
<td><strong>1PE</strong> Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</td>
<td><strong>1PR</strong> Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.</td>
</tr>
<tr>
<td><strong>2PE</strong> Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</td>
<td><strong>2PR</strong> Experiment with a variety of techniques and working methods when creating an original work of art.</td>
</tr>
</tbody>
</table>
### Model Curriculum: VISUAL ART Grades 6-7-8

#### 3PE
Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.

#### 4PE
Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.

#### 5PE
Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

#### 3PR
Generate ideas and engage in thoughtful planning when solving a visual art problem.

#### 4PR
Transform perceptions and processes into two- and three-dimensional artworks.

#### 5PR
Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.

#### 6PR
Integrate elements of art and design to solve interdisciplinary problem.

#### 3RE
Explore and discuss how aspects of culture influence ritual and social artwork.

#### 4RE
Defend artistic decisions using appropriate visual art vocabulary.

#### 5RE
Assess personal progress to improve craftsmanship and refine and complete works of art.

#### 6RE
Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.

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<tbody>
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<td><strong>7</strong></td>
<td><strong>PERCEIVING/KNOWING (PE)</strong></td>
</tr>
<tr>
<td>1PE</td>
<td>Explore how personal experiences, interest, cultural heritage and gender influence an artist’s style and choice of subject matter.</td>
</tr>
<tr>
<td>2PE</td>
<td>Identify professions that use artistic skills and problem-solving.</td>
</tr>
<tr>
<td>3PE</td>
<td>Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</td>
</tr>
<tr>
<td>4PE</td>
<td>Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</td>
</tr>
<tr>
<td>5PE</td>
<td>Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.</td>
</tr>
<tr>
<td>6PE</td>
<td>Connect various art forms to their social, economic, political, cultural and historical contexts.</td>
</tr>
<tr>
<td>7RE</td>
<td>Assess one’s own work and working</td>
</tr>
</tbody>
</table>
cultural or political purposes and include regional examples.

process and the work of others in relation to criteria and standards.

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<td>PERCEIVING/KNOWING (PE)</td>
</tr>
<tr>
<td><strong>1PE</strong></td>
<td>Identify how an artist’s choice of media relates to the ideas and images in the work.</td>
</tr>
<tr>
<td><strong>2PE</strong></td>
<td>Develop awareness and articulate various functions of art.</td>
</tr>
<tr>
<td><strong>3PE</strong></td>
<td>Connect science and technology with the development of art in various cultures.</td>
</tr>
<tr>
<td><strong>4PE</strong></td>
<td>Understand how social, cultural and political factors affect what contemporary artists and designers create.</td>
</tr>
<tr>
<td><strong>5PE</strong></td>
<td>Discover how culture, age, gender and background influence audience perception of art.</td>
</tr>
<tr>
<td><strong>6PE</strong></td>
<td>Identify professions that use artistic and problem-solving skills.</td>
</tr>
</tbody>
</table>
Grade 6 – 3PE, 3RE

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<tr>
<td>Grade Level</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Content Statements</td>
<td>3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 3RE Explore and discuss how aspects of culture influence ritual and social artwork.</td>
</tr>
</tbody>
</table>

**Enduring Understandings: Literacy**

**Progress Points:**
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

**Essential Question**

How does an artist create compelling imagery with context and meaning?

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<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn...</strong></td>
<td><strong>Students will demonstrate learning by...</strong></td>
<td><strong>Students will be engaged and supported in learning by...</strong></td>
</tr>
<tr>
<td>- To define and recognize visual forms of expression;</td>
<td>- Articulating comparisons between visual forms of expression from specific cultures and regions;</td>
<td>- Formative assessment;</td>
</tr>
<tr>
<td>- To develop cultural competency and be successful in a global society;</td>
<td>- Synthesizing personal interpretations with the interpretations of others.</td>
<td>- Research;</td>
</tr>
<tr>
<td>- To understand that life experiences affect the way artwork is consumed;</td>
<td></td>
<td>- Collaboration;</td>
</tr>
<tr>
<td>- How to synthesize an interpretation of an artwork;</td>
<td></td>
<td>- Summative assessment.</td>
</tr>
<tr>
<td>- Artwork is subjective; it can be interpreted in many ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by...**
- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
<table>
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<tr>
<th>Application</th>
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<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>Students will participate in a class discussion as they examine, compare and contrast forms of visual expression from local regions and different cultures of the world. They will then identify forms of visual expression used in their nation, state, city, and school.</td>
<td></td>
</tr>
<tr>
<td><strong>Career Connections</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Peartrees Careers Link</strong></td>
<td></td>
</tr>
<tr>
<td>- Art Lecturer</td>
<td></td>
</tr>
<tr>
<td>- Art Historian</td>
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</tr>
<tr>
<td>- Art Critic</td>
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<tr>
<td>- Art Therapist</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Standards Connections</strong></td>
<td></td>
</tr>
<tr>
<td>- GRADE 6 English Language Arts</td>
<td></td>
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<tr>
<td>- GRADE 6 Mathematics</td>
<td></td>
</tr>
<tr>
<td>- GRADE 6 Science</td>
<td></td>
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<tr>
<td>- GRADE 6 Social Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Diverse Learners</strong></td>
<td></td>
</tr>
<tr>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
<td></td>
</tr>
<tr>
<td>- ODE Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>- VSA Ohio</td>
<td></td>
</tr>
<tr>
<td>- CAST</td>
<td></td>
</tr>
</tbody>
</table>
# Model Curriculum: VISUAL ART Grades 6-7-8

## Grade 6 – 5PE, 3PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing (PE): Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 6</td>
</tr>
</tbody>
</table>
| Content Statements | 5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.  
3PR Generate ideas and engage in thoughtful planning when solving a visual art problem. |
| Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking |
| Progress Points: |  
C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.  
E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works. |
| Essential Question | What inspires artists? How do artists generate ideas? |

### Content Elaborations

Students will learn…
- How to recognize and translate sources of inspiration into visual symbols and images of creative expression;
- How to generate ideas;
- How to define and engage in thoughtful planning;
- To define a visual art problem.

### Expectations for Learning

Students will demonstrate learning by…
- Defining specific observations, life experiences, and imaginary ideas and including visual representations of these within a composition;
- Documenting/applying ideas and plans to solve a specific visual art problem.

### Instructional Strategies and Resources

Students will be engaged and supported in learning by…
- Formative assessment;
- Collaboration;
- Demonstration;
- Summative assessment.

### Resources

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

### Assessment

Students will know how well they are learning by…
- Standards-Based Rubric Template
- Arts Assessment Menu
## Application

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<th>Career Connections</th>
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</tr>
</thead>
</table>
| Examine various symbols and logos used by artists and businesses throughout cultures worldwide and discuss their perceived meaning. Students will create unique visual symbols, such as a family crest, that expresses different aspects of themselves and then use those symbols in their art. | **Pearltrees Careers Link**  
- TV Commercial Designer  
- Advertising Creative Director  
- Costume Designer  
- Advertising Illustrator  
**Learning Standards Connections**  
- GRADE 6 [English Language Arts](#)  
- GRADE 6 [Mathematics](#)  
- GRADE 6 [Science](#)  
- GRADE 6 [Social Studies](#) | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

Students are given an artistic problem, such as “create a Public Service Announcement that comments on a social issue that affects students at this school,” and will brainstorm and document their ideas individually. Students will then share their ideas with a group and have a group brainstorm session and discussion in order to plan and create a Public Service Announcement.
**Grade 6 – 4PE**

<table>
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</tr>
<tr>
<td>Grade Level</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Content Statements</td>
<td>4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.</td>
</tr>
</tbody>
</table>

**Enduring Understandings: Literacy**

**Progress Points:**

A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;

E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

**Essential Question**

How do artists and their art intersect with community? How does one instill lifelong learning in the arts?

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<tr>
<td>Students will learn…</td>
<td>Students will demonstrate learning by…</td>
<td>Students will be engaged and supported in learning by…</td>
</tr>
<tr>
<td>• How to recognize and connect cross-disciplinary ideas, concepts and processes;</td>
<td>• Making and articulating connections between art ideas, concepts and processes and other academic disciplines.</td>
<td>• Formative assessment;</td>
</tr>
<tr>
<td>• How these connections are applied to learning;</td>
<td></td>
<td>• Inquiry-based learning;</td>
</tr>
<tr>
<td>• Knowledge and practice of visual arts can help students think more creatively and become better problem-solvers and critical thinkers, which will enable them to become valuable members in society.</td>
<td></td>
<td>• Project-based learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summative assessment.</td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by…

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
## Application

<table>
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<tr>
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</tr>
</thead>
</table>
| Have a class discussion regarding the value of the visual arts and share facts and statistics of how knowledge and practice of the arts can enhance a person's performance in school and in the workplace. | **Peartrees Careers Link**  
- Advertising Art Director  
- Architect  
- Design Consultant  

**Learning Standards Connections**  
- GRADE 6 [English Language Arts](#)  
- GRADE 6 [Mathematics](#)  
- GRADE 6 [Science](#)  
- GRADE 6 [Social Studies](#)  

- ODE Diverse Learners  
- VSA Ohio  
- CAST | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |
## Grade 6 – 2PE

<table>
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<tbody>
<tr>
<td>Strand/Process</td>
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</tr>
<tr>
<td>Grade Level</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Content Statements</td>
<td>2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</td>
</tr>
</tbody>
</table>

### Enduring Understandings: Literacy

**Progress Points:**

A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

### Essential Question

How does technology, visual culture and media imagery influence art making?

### Content Elaborations

- To define and explore media;
- How art and images are able to convey messages meaning;
- How media and images influence everyday life and that time and context impact messages and meanings conveyed.

### Expectations for Learning

- Students will demonstrate learning by…
  - Identifying and articulating how art and images used in media communicate messages or meaning.

### Instructional Strategies and Resources

- Students will be engaged and supported in learning by…
  - Formative assessment;
  - Collaboration;
  - Demonstration;
  - Summative assessment.

### Assessment

- Students will know how well they are learning by…
  - Standards-Based Rubric Template
  - Arts Assessment Menu

### Resources

- LINK to Pearltrees
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross Disciplinary Fine Arts
### Application

#### Student Performance Tasks
Students work in groups to examine art and images from different media outlets and make a list of messages and meanings that they see.

Students discuss how they extracted the meaning or message and examine the details of the art or image to determine what tools the artist used to create the meaning or message.

Students then cut and paste images from different advertisements to alter the meaning or message in an advertisement and present them to the class.

#### Career Connections

**Pearltrees Careers Link**
- Advertising Art Director
- Magazine Designer
- TV Commercials Director

**Learning Standards Connections**
- GRADE 6 [English Language Arts](#)
- GRADE 6 [Mathematics](#)
- GRADE 6 [Science](#)
- GRADE 6 [Social Studies](#)

#### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- ODE Diverse Learners
- VSA Ohio
- CAST
# Grade 6 – 6PR, 1RE

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<tr>
<td>Content Statements</td>
<td>6PR Integrate elements of art and design to solve an interdisciplinary problem. 1RE Explain what makes an object a work of art using a range of criteria.</td>
</tr>
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### Enduring Understandings:
- Critical and Creative Thinking
- Authentic Application and Collaboration
- Literacy

### Progress Points:
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

### Essential Question
What does it mean to design an object?

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<td>Students will be engaged and supported in learning by…</td>
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<tr>
<td>• To define the elements of art and design;</td>
<td>• Documenting/applying specific elements of art and design as part of a solution to a</td>
<td>• Formative assessment;</td>
</tr>
<tr>
<td>• How to integrate elements of art and design;</td>
<td>defined interdisciplinary problem;</td>
<td>• Collaboration;</td>
</tr>
<tr>
<td>• Strategies to identify and solve interdisciplinary problems.</td>
<td>• Providing reasons to justify why an object is or is not a work of art.</td>
<td>• Technology;</td>
</tr>
<tr>
<td>• That there are criteria (e.g., function, evoking emotion, aesthetics, etc.) for</td>
<td></td>
<td>• Summative assessment.</td>
</tr>
<tr>
<td>what makes something a work art;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How an artwork fits into specific criteria or not is open to interpretation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td><strong>Resources</strong> LINK to Pearltrees</td>
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### Application

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</table>
| Students are shown examples of art and design elements and then consider different artworks and architecture. The class discusses how the art/design elements function. Students are presented with an interdisciplinary problem, such as “draw a proportional representation of this room.” Students use elements of art and principles of design, such as line and shape, alongside mathematical concepts and vocabulary, such as geometry, perspective, and horizontal, vertical, perpendicular, parallel and intersecting lines. | **Pearltrees Careers Link**  
- Architect  
- Carpenter  
- Special Effects Technician  
- Publisher  
- Physician  

**Learning Standards Connections**  
- GRADE 6 [English Language Arts](#)  
- GRADE 6 [Mathematics](#)  
- GRADE 6 [Science](#)  
- GRADE 6 [Social Studies](#)  | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

[BACK](#)
# Grade 6 – 1PR, 2PR, 4PR

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</tbody>
</table>

## Content Statements

1PR Demonstrate technical skill and craftsmanship in the use of materials, tools, and technology to solve an artistic problem.
2PR Experiment with a variety of techniques and working methods when creating an original work of art.
4PR Transform perceptions and processes into two- and three-dimensional artworks.

**Enduring Understandings:**
- Personal Choice and Vision
- Critical and Creative Thinking

**Progress Points:**
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.

## Essential Question
How does an artist develop technical skill and make informed choices in creating art?

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<td>Students will be engaged and supported in learning by...</td>
</tr>
<tr>
<td>• How to define a visual problem;</td>
<td>• Documenting and achieving defined levels of skill and craftsmanship in the use of materials, tools or technology to solve a specific artistic problem;</td>
<td>• Formative assessment;</td>
</tr>
<tr>
<td>• How define an appropriate level of technical skill and craftsmanship for a task;</td>
<td>• Experimenting with specific techniques and working methods and using formative evidence;</td>
<td>• Collaboration;</td>
</tr>
<tr>
<td>• How to communicate a solution to a visual problem using materials, tools and technology;</td>
<td>• Applying specific techniques and working methods experimented with in the creation of an original artwork;</td>
<td>• Demonstration;</td>
</tr>
<tr>
<td>• How different techniques can create different results;</td>
<td>• Creating two-dimensional or three-dimensional artwork that communicates specific perceptions and processes.</td>
<td>• Summative assessment.</td>
</tr>
<tr>
<td>• To experiment and discover application techniques and working methods in an artwork;</td>
<td></td>
<td>Resources <a href="#">LINK to Pearltrees</a></td>
</tr>
<tr>
<td>• How to define an original work of art;</td>
<td></td>
<td>• Lesson Design and Content</td>
</tr>
<tr>
<td>• To identify personal perceptions;</td>
<td></td>
<td>• Digital Tools</td>
</tr>
<tr>
<td>• To visually translate ideas and perceptions;</td>
<td></td>
<td>• Research and Advocacy</td>
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<td>• Professional Organizations</td>
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<td>• Careers</td>
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<td>• Cross Disciplinary Fine Arts</td>
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Model Curriculum: VISUAL ART Grades 6-7-8

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<th>Students will know how well they are learning by…</th>
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<tbody>
<tr>
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<td>• Standards-Based Rubric Template</td>
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<td>• Arts Assessment Menu</td>
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<table>
<thead>
<tr>
<th><strong>Application</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
</tr>
<tr>
<td>Students are given an art-making prompt such as “paint a landscape.” The student will create a pre-instructional artwork, then learn, explore, and practice media-specific techniques to complete a post-instructional artwork that demonstrates an increase in their technical skill and craftsmanship.</td>
</tr>
<tr>
<td>Students create an original design based on varying one shape (organic vs. geometric, height, width, cropping, etc.). After the designs are created, students recreate the design multiple times in various media (acrylic paint, collage, colored pencil, etc.) allowing the design to evolve as they experiment with each new medium.</td>
</tr>
<tr>
<td>Students explore and identify their personal perceptions regarding a big idea, such as identity or community, and then discuss their ideas and perceptions with their peers to determine similarities and differences. Students will then visually express and communicate their ideas and perceptions through a two-dimensional and three-dimensional artwork.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>• Ceramicist</td>
</tr>
<tr>
<td>• Cinematographer</td>
</tr>
<tr>
<td>• Architect</td>
</tr>
<tr>
<td>• Design Consultant</td>
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<tr>
<th><strong>Learning Standards Connections</strong></th>
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<tbody>
<tr>
<td>• GRADE 6 English Language Arts</td>
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<td>• GRADE 6 Science</td>
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<tr>
<td>• GRADE 6 Social Studies</td>
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</tbody>
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<tr>
<th><strong>Diverse Learners</strong></th>
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</thead>
<tbody>
<tr>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
</tr>
<tr>
<td>• ODE Diverse Learners</td>
</tr>
<tr>
<td>• VSA Ohio</td>
</tr>
<tr>
<td>• CAST</td>
</tr>
</tbody>
</table>

BACK
## Grade 6 – 5PR, 5RE, 6RE

<table>
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<tr>
<th>Discipline</th>
<th>Visual Art</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR); Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 6</td>
</tr>
</tbody>
</table>
| Content Statements | 5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.  
5RE Assess personal progress to improve craftsmanship, refine and complete works of art.  
6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio. |

### Enduring Understandings:
- Personal Choice and Vision
- Critical and Creative Thinking
- Authentic Application and Collaboration

### Progress Points:
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.  
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.  
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

### Essential Question
- How does an artist persevere through the creative process?

### Content Elaborations
- How to engage in visual problems;  
- To define a visual problem with personal/social relevance;  
- How to demonstrate focus and persistence to complete a task;  
- How to access personal progress;  
- To apply assessment of personal progress to improve craftsmanship and refine and complete an artwork;  
- How to develop criteria;  
- Strategies for self-assessment;  
- How to assemble a portfolio.

### Expectations for Learning
- Students will demonstrate learning by…
  - Demonstrating focus/persistence in completing a specific visual art problem of personal/social relevance;  
  - Documenting improvements made in artwork citing personal progress in (craftsmanship, refinement, completion);  
  - Citing specific criteria when assessing work for inclusion in a portfolio.

### Instructional Strategies and Resources
- Students will be engaged and supported in learning by…
  - Formative assessment;  
  - Collaboration;  
  - Demonstration;  
  - Summative assessment.

### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

### Assessment
- Students will know how well they are learning by…
  - Standards-Based Rubric Template
  - Arts Assessment Menu
### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| Students research and respond to a social issue that affects their community by creating a work of art that expresses their position on the issue. Students then share their work, give and receive feedback, then rework and refine their artworks. The teacher models how to formatively assess progress, evaluate craftsmanship, and rework. Students practice the steps of assessment, evaluation, revision, and completion. | **Pearltrees Careers Link**  
- Documentary Photographer or Filmmaker  
- Advertising Art Director  
- TV Set Designer  
- Fashion Designer  

**Learning Standards Connections**  
- GRADE 6 [English Language Arts](#)  
- GRADE 6 [Mathematics](#)  
- GRADE 6 [Science](#)  
- GRADE 6 [Social Studies](#)  

- ODE Diverse Learners  
- VSA Ohio  
- CAST | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. |
## Grade 6 – 1PE, 2RE, 4RE

<table>
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<tr>
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<tbody>
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<tr>
<td>Grade Level</td>
<td>Grade 6</td>
</tr>
</tbody>
</table>

### Content Statements

1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.

2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.

4RE Defend artistic decisions using appropriate visual art vocabulary.

### Enduring Understandings:

- Critical and Creative Thinking, Literacy

### Progress Points:

- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

### Essential Question

How does an artist use inquiry and discussion skills to communicate about art?

### Content Elaborations

**Students will learn…**

- How to identify and describe visual effects created by art and design elements and principles in artworks;
- How to describe ways art and design elements and principles are used to create visual meaning in works of art;
- To define descriptive language;
- To define art-specific vocabulary;
- How to accurately describe content, meaning, and design in an artwork;

### Expectations for Learning

**Students will demonstrate learning by…**

- Communicating how art elements and principles function within artwork;
- Describing how art elements and design principles contribute to understanding the meaning of an artwork;
- Providing accurate descriptions of specific content, meaning and design when describing an artwork;
- Using art vocabulary to articulate a defense of artistic decisions made in creating artwork.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by…**

- Formative assessment;
- Collaboration;
- Technology;
- Summative assessment.

### Resources

- **LINK to Pearltrees**
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross Disciplinary Fine Arts
### Model Curriculum: VISUAL ART Grades 6-7-8

- **How to select appropriate art vocabulary to defend artistic decisions;**
- **How to define/defend an artistic decision;**
- **To develop visual art literacy.**

#### Assessment

Students will know how well they are learning by...

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

#### Application

**Student Performance Tasks**

Students select an artwork to examine and identify what art and design elements and principles are being used in the artwork. Students then reflect and describe what drew them to the artwork and how they think the artist used art and design elements and principles to evoke their response to or interest in it.

Students create an artwork of their own, selecting a few key art and design elements and principles to use in their artwork to help express a visual effect or meaning.

Students examine an image of an artwork. The teacher then models how to identify content, design, and meaning using art vocabulary and then students or groups of students will practice.

**Career Connections**

- [Pearltrees Careers Link](#)
  - Art Critic
  - Art Dealer
  - Art Lecturer

**Learning Standards Connections**

- GRADE 6 [English Language Arts](#)
- GRADE 6 [Mathematics](#)
- GRADE 6 [Science](#)
- GRADE 6 [Social Studies](#)

**Diverse Learners**

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
## Grade 7 – 6PE, 6PR, 1RE, 4RE

<table>
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</tr>
<tr>
<td>Grade Level</td>
<td>Grade 7</td>
</tr>
</tbody>
</table>
| Content Statements | 6PE Connect various art forms to their social, cultural or political purpose and include regional examples.  
6PR Develop understanding of visual literacy, illustration and graphic communication.  
1RE Speculate about an artist’s intentions and message in a work using relevant references to the work.  
4RE Classify and categorize examples of artworks from various eras and cultures. |

### Enduring Understandings:
- Critical and Creative Thinking; Authentic Application and Collaboration; Literacy

### Progress Points:
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

### Essential Question
How does an artist create compelling imagery with context and meaning?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
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<tbody>
<tr>
<td>Students will learn...</td>
<td>Students will demonstrate learning by...</td>
<td>Students will be engaged and supported in learning by...</td>
</tr>
</tbody>
</table>
| - How to recognize the social, cultural or political influences in various artworks;  
- How to decipher an art form from an image;  
- How to recognize the social, cultural or political influences in regional artworks;  
- To explore visual symbols and decipher meanings within imagery, graphic communications and illustrations;  | - Documenting connections between art forms and purpose (social, cultural, and political) artworks;  
- Documenting meaning derived from illustrations and graphic communications;  
- Documenting visual cues that communicate eras or cultures within examples of artwork then classifying/categorizing the work based on that evidence;  
- Researching an artwork and constructing logical opinions about an artist’s intention and message based on tangible evidence found within the artwork. | - Formative assessment;  
- Inquiry-based learning;  
- Project-based learning;  
- Summative assessment. |

### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
### Assessment

Students will know how well they are learning by...

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

### Application

#### Student Performance Tasks

Students examine and discuss art with social, cultural, and political purposes (e.g., Presidential campaign posters designed by American artist Shepard Fairey, Ai Weiwei, and others who make artwork in various media that comments on political, social, and cultural issues).

Students will view symbols, illustrations and various forms of graphic communications and work together to assign meaning to them.

Students view artworks and identify and discuss “clues” such as art techniques, subject matter, symbols and artistic styles that are specific to a particular culture or era.

### Career Connections

**Perltrees Careers Link**

- Political Cartoonist
- Documentary Photographer/Filmmaker
- Advertising Art Director
- Art/Film Critic
- Art Restorer

**Learning Standards Connections**

- GRADE 7 [English Language Arts](#)
- GRADE 7 [Mathematics](#)
- GRADE 7 [Science](#)
- GRADE 7 [Social Studies](#)

### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
Students view artworks and construct logical opinions about an artist’s intention and message based on tangible evidence found within the artwork. Students will discuss their perceived meanings.
**Grade 7 – 1PE**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Visual Art</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing (PE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 7</td>
</tr>
</tbody>
</table>

**Content Statements**

1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.

**Enduring Understandings:**
- Personal Choice and Vision
- Critical and Creative Thinking
- Authentic Application and Collaboration
- Literacy

**Progress Points:**

- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

**Essential Question**

What inspires artists? How do artists generate ideas?

**Content Elaborations**

- How to explore influences that have an impact in an artist’s style and choices in subject matter;
- An artist’s identity affects the content of an artwork and the materials used to create it.

**Expectations for Learning**

- Students will demonstrate learning by…
  - Documenting influences (personal experiences, interest, cultural heritage, gender) observed in artwork, citing an artist’s style/choice of subject matter.

**Instructional Strategies and Resources**

- Students will be engaged and supported in learning by…
  - Formative assessment;
  - Inquiry-based learning;
  - Project-based learning;
  - Summative assessment.

**Assessment**

- Students will know how well they are learning by…
  - [Standards-Based Rubric Template](#)
  - [Arts Assessment Menu](#)

**Resources**

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
## Application

<table>
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<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Students select an artwork of their choice that they have not seen before and identify and describe the artist’s style and choice of subject matter. Students then create a visual hypothesis regarding the artist’s experiences, interest, cultural heritage and gender. | **Pearltrees Careers Link**  
- Photo Journalist  
- Art Lecturer  
- Documentary Photographer/Filmmaker  

**Learning Standards Connections**  
- GRADE 7 English Language Arts  
- GRADE 7 Mathematics  
- GRADE 7 Science  
- GRADE 7 Social Studies | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

Students research the artist; record information regarding the artist’s experiences, interest, cultural heritage and gender; and reflect on how the newly learned information changes their perception of the artist’s work.
**Grade 7– 2PE, 5PR, 5RE**

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<tr>
<td><strong>Grade Level</strong></td>
<td>Grade 7</td>
</tr>
</tbody>
</table>
| **Content Statements** | 2PE Identify professions that use artistic skills and problem-solving.  
5PR Create a work of art in collaboration with others to address a social or cultural issue.  
5RE Describe how experiences in galleries, museums, and other cultural institutions can stimulate the imagination and enrich people’s lives. |

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

---

**Essential Question**
How do artists and their art intersect with the community? How does one instill lifelong learning in the arts?

**Content Elaborations**
- How to identify professions that utilize artistic skills and creative problem solving;
- The skills of communication and collaboration when working with peers to create a unified work of art;
- How to build consensus when collaborating with others to create works of art;

**Expectations for Learning**
- Documenting specific professions that utilize artistic skills/problem-solving;
- Identifying and exploring social and cultural issues;
- Collaborating with their peers to create an artwork that addresses the social or cultural issue of their group’s choice;
- Articulating how the connections made between personal experiences in art (gallery, museum, cultural institution) stimulate imagination and enrich people’s lives.

**Instructional Strategies and Resources**
- Formative assessment;
- Inquiry-based learning;
- Project-based learning;
- Summative assessment.
Model Curriculum: VISUAL ART Grades 6-7-8

<table>
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<th>Resources</th>
<th>Diverse Learners</th>
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<tbody>
<tr>
<td>Students form collaborative groups and create a mural or public artwork that addresses an aesthetic or functional improvement to school property (e.g., a new school sign, flowerbeds, nature paths or a building addition). They discuss how they merged their ideas to create one unified piece.</td>
<td>Students will know how well they are learning by…</td>
<td>LINK to Pearltrees</td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
</tr>
</tbody>
</table>
| After discussing arts professions, students will select a profession that uses artistic skills and problem solving. Students select a specific company and research different positions within the company and how they interact with one another. | • Standards-Based Rubric Template  
• Arts Assessment Menu | • Lesson Design and Content  
• Digital Tools  
• Research and Advocacy  
• Professional Organizations  
• Careers  
• Cross Disciplinary Fine Arts | • ODE Diverse Learners  
• VSA Ohio  
• CAST |
| Students outline what “a day in the life of a…” looks like and how their chosen art profession interacts with other professions, then present their research to others. | | | |
| Students visit an art gallery, museum and/or cultural institution (onsite or online) and select an artwork they will further investigate when returning to the classroom. | | | |

**Learning Standards Connections**

- GRADE 7 English Language Arts
- GRADE 7 Mathematics
- GRADE 7 Science
- GRADE 7 Social Studies

**Pearltrees Careers Link**

- TV Director
- Photo Journalist
- Magazine Designer
- Advertising Creative Director
- Film Editor
- Display Designer
## Grade 7 – 3PE

<table>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
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</tr>
<tr>
<td>Grade Level</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Content Statements</td>
<td>3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</td>
</tr>
<tr>
<td>Enduring Understandings: Authentic Application and Collaboration; Literacy</td>
<td></td>
</tr>
<tr>
<td>Progress Points:</td>
<td>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products; E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>How do technology, visual culture and media imagery influence art making?</td>
</tr>
</tbody>
</table>

### Content Elaborations

- To define visual culture and media;
- To identify sources of visual culture in society and media;
- How to interpret the visual cues that visual culture/media convey and how to translate those cues into message meaning;
- How to interpret meanings from visual culture.

### Expectations for Learning

- Students will demonstrate learning by...
  - Discussing how personal/consumer choices are influenced by messages from select imagery.

### Instructional Strategies and Resources

- Students will be engaged and supported in learning by...
  - Formative assessment;
  - Inquiry-based learning;
  - Project-based learning;
  - Summative assessment.

### Resources

- LINK to Pearltrees
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross Disciplinary Fine Arts

### Assessment

- Students will know how well they are learning by...
  - Standards-Based Rubric Template
  - Arts Assessment Menu
### Application

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</thead>
</table>
| Students participate in a class discussion to define visual culture and the media, look at examples, and answer essential questions. Students work in groups to select a recent advertisement for a clothing company. Students work together to answer questions such as: Who is the target consumer for this clothing company? How do you know? How does the advertisement make the clothing look desirable? What might you think about a person who wears clothes from this clothing company? The group will share their advertisement and answers with the class and discuss other students’ responses. | **Peartrees Careers Link**  
- Advertising Art Director  
- Graphic Designer  
- Art Consultant  
- Display Designer  

**Learning Standards Connections**  
- GRADE 7 [English Language Arts](#)  
- GRADE 7 [Mathematics](#)  
- GRADE 7 [Science](#)  
- GRADE 7 [Social Studies](#) | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

**BACK**
# Grade 7 – 5PE, 4PR

<table>
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</tr>
<tr>
<td>Content Statements</td>
<td>5PE Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning. 4PR Apply art and design principles in the construction of three-dimensional artworks.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Personal Choice and Vision; Critical and Creative Thinking

**Progress Points:**
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.

**Essential Question**
What does it mean to design an object?

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<td>Students will demonstrate learning by...</td>
<td>Students will be engaged and supported in learning by...</td>
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</table>
| - To define a designed object; | - Documenting the processes and decisions made in the production of a designed object, citing purpose, aesthetics, social/cultural issues and personal meaning; | - Formative assessment;  
- To research how/why an object was designed; | - Applying specific art and design principles in the creation of three-dimensional artwork. | - Inquiry-based learning;  
- To decipher the influences effecting the production of specific designed objects and their significance; | | - Project-based learning;  
- To define and understand art and design principles; | | - Summative assessment. |
| - To apply the art and design principles to a three-dimensional artwork. | | **Resources** [LINK to Pearltrees](#) |

**Assessment**

Students will know how well they are learning by...

- Standards-Based Rubric Template  
- Arts Assessment Menu
### Application

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</table>
| Students analyze the form and function of designed objects (e.g., a hammer, an ice cream scoop, smart phone) within and across cultures and present their findings to the class. They will then compare and contrast the perceived purposes and apply those observations into new designed object. | **Pearltrees Careers Link**
- Carpenter
- Tool Designer
- Functional Designer
- Sculptor
- Architect |

The teacher discusses art and design principles with students and prompts them to create a three-dimensional artwork in order to convey a specific idea or message. Each student selects and focuses on a few of the art and design principles that they think will help express their idea or message.

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<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
</tr>
</tbody>
</table>
| - ODE Diverse Learners
- VSA Ohio
- CAST |

### Learning Standards Connections

- GRADE 7 [English Language Arts](#)
- GRADE 7 [Mathematics](#)
- GRADE 7 [Science](#)
- GRADE 7 [Social Studies](#)
## Grade 7 – 1PR, 2PR, 3PR

<table>
<thead>
<tr>
<th>Discipline</th>
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</tr>
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<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Content Statements</td>
<td></td>
</tr>
<tr>
<td>1PR</td>
<td>Improve craftsmanship and refine ideas in response to feedback.</td>
</tr>
<tr>
<td>2PR</td>
<td>Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.</td>
</tr>
<tr>
<td>3PR</td>
<td>Represent depth and volume in their two-dimensional works of art.</td>
</tr>
<tr>
<td>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking</td>
<td></td>
</tr>
</tbody>
</table>

### Progress Points:
- C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

### Essential Question
How does an artist develop technical skill and make informed choices in creating art?

### Content Elaborations
- To define improved craftsmanship;
- Strategies to improve craftsmanship;
- How to interpret feedback to refine ideas;
- To define conventional/unconventional uses for materials in creating art;
- To use materials, tools and technology conventionally, providing a strong foundation of learning to begin building artistic skills;
- To use materials, tools, and technology unconventionally, encouraging experimentation and risk-taking to foster innovative thinking and creative problem solving.

### Expectations for Learning
- Students will demonstrate learning by...
  - Reworking areas to increase craftsmanship in response to feedback;
  - Creating multiple variations of an initial idea;
  - Discussing idea refinement with others and applying suggested strategies to their own designs;
  - Defining conventional and unconventional uses to manipulate materials, tools and technology;
  - Documenting examples of those uses within an artwork during the creative process;
  - Producing multiple artworks that demonstrate increasing skill in the representation of depth and volume on a two-dimensional surface;
  - Achieving the representation of depth and volume using a variety of strategies.

### Instructional Strategies and Resources
- Students will be engaged and supported in learning by...
  - Formative assessment;
  - Inquiry-based learning;
  - Project-based learning;
  - Summative assessment.

### Resources
- **LINK to Pearltrees**
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross Disciplinary Fine Arts
**Model Curriculum: VISUAL ART Grades 6-7-8**

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Application</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know how well they are learning by...</strong></td>
<td><strong>Student Performance Tasks</strong></td>
<td><strong>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</strong></td>
</tr>
</tbody>
</table>
| - Standards-Based Rubric Template | Mid-process or end of process critiques are held where the teacher and students discuss perceived meaning and craftsmanship and give feedback to each artist. | - ODE Diverse Learners  
- VSA Ohio  
- CAST |
| - Arts Assessment Menu | The teacher organizes a Creative Challenge Day! Students are shown a few videos of an artist who uses materials in unconventional ways. They are then provided with materials that support and promote heightened levels of experimentation and risk taking. Students share their media choices, processes and results with the class. | |
| | Students use traditional drawing media to create an environmentally friendly space that incorporates both real and imagined eco-friendly ideas. | |

**Career Connections**

**Pearltrees Careers Link**
- Fashion Designer  
- Film Editor  
- Choreographer  
- Fashion Designer  
- Graphic Designer

**Learning Standards Connections**
- **GRADE 7** [English Language Arts]  
- **GRADE 7** [Mathematics]  
- **GRADE 7** [Science]  
- **GRADE 7** [Social Studies]
## Grade 7 – 6RE, 7RE

<table>
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<th>Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Content Statements</td>
<td>6RE Develop and use criteria to guide reflection and assessment of selected personal artworks. 7RE Assess one’s own work and working process and the work of others in relation to criteria and standards.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking; Literacy

**Progress Points:**
- C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

**Essential Question**
How does an artist persevere through the creative process?

### Content Elaborations

**Students will learn…**
- To develop and apply criteria to reflect and assess personal artwork;
- Assessment skill will aid in identifying strengths and weaknesses in personal work;
- Strategies to assess work based on criteria and standards;
- Strategies to assess process based on criteria and standards;
- Assessment skill will aid in identifying strengths and weaknesses in personal work and in the work of others.

### Expectations for Learning

**Students will demonstrate learning by…**
- Following an established set of criteria by which to evaluate personal artwork;
- Documenting personal assessment and assessment of others' work throughout the creative process, citing established criteria/standards.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by…**
- Formative assessment;
- Inquiry-based learning;
- Project-based learning;
- Summative assessment.

**Resources**
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

### Assessment

**Students will know how well they are learning by…**
- Standards-Based Rubric Template
- Arts Assessment Menu
## Application

### Student Performance Tasks
Students work in groups with other students that used the same media or theme for their artwork. Together they create individual rubrics by which to evaluate their own artwork. Students evaluate their artwork using the rubric created.

The rubric created by the student is based on acquired knowledge.

The teacher models the critique process and students practice by critiquing their own work and their peers' works using the established criteria. These assessment skills help students identify strengths and weaknesses in their work and in the work of others.

### Career Connections

#### Pearltrees Careers Link
- Graphic Designer
- Toy Designer
- Animator

#### Learning Standards Connections
- GRADE 7 [English Language Arts](#)
- GRADE 7 [Mathematics](#)
- GRADE 7 [Science](#)
- GRADE 7 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
## Grade 7 – 4PE, 2RE, 3RE

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<tr>
<td>Grade Level</td>
<td>Grade 7</td>
</tr>
</tbody>
</table>

### Content Statements

<table>
<thead>
<tr>
<th>4PE</th>
<th>Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2RE</td>
<td>Compare and contrast diverse viewpoints about works of art.</td>
</tr>
<tr>
<td>3RE</td>
<td>Interpret selected artworks and synthesize their interpretations with the interpretations of others.</td>
</tr>
</tbody>
</table>

### Enduring Understandings: Literacy

**Progress Points:**

- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

### Essential Question

**How does an artist use inquiry and discussion skills to communicate about art?**

### Content Elaborations

**Students will learn...**

- How to sort visual observations (details, themes, ideas) from an image into patterns and categories;
- How to make judgments about artworks and visual imagery and to recognize that an acknowledgement of different viewpoints is an important skill to develop;
- Artwork can be interpreted in more than one way;

### Expectations for Learning

**Students will demonstrate learning by...**

- Documenting pattern/categories observed in artwork sorted by details, themes and ideas;
- Comparing and contrasting personal viewpoints about selected artwork with the viewpoints of others;
- Synthesizing personal interpretations with the interpretations of others.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by...**

- Formative assessment;
- Inquiry-based learning;
- Project-based learning;
- Summative assessment.
How to synthesize an interpretation of an artwork; Artwork is subjective; it can be interpreted in many ways.

### Assessment
Students will know how well they are learning by...
- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources [LINK to Pearltrees](#)
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

### Application

#### Student Performance Tasks
Students translate/sort what is seen in an image into a discussion about what is seen.

Students view artworks and discuss the similarities and differences of multiple viewpoints in the class. They will also compare and contrast the viewpoints of their peers, teacher, and art critics.

Students view artworks and develop an individual meaning or interpretation of each artwork. They will then compare and contrast their interpretations with the interpretations of others to develop a greater understanding of an artwork’s meaning.

#### Career Connections
**Pearltrees Careers Link**
- Art/Film Critic
- Gallery Director
- Curator
- Filmmaker

**Learning Standards Connections**
- GRADE 7 [English Language Arts](#)
- GRADE 7 [Mathematics](#)
- GRADE 7 [Science](#)
- GRADE 7 [Social Studies](#)

#### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
### Grade 8 – 1PE, 5PE, 3RE, 4RE

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<tr>
<td>Strand/Process</td>
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<tr>
<td>Grade Level</td>
<td>Grade 8</td>
</tr>
</tbody>
</table>

#### Content Statements

<table>
<thead>
<tr>
<th>1PE</th>
<th>Identify how an artist’s choice of media relates to the ideas and images in the work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5PE</td>
<td>Discover how culture, age, gender and background influence audience perception of art.</td>
</tr>
<tr>
<td>3RE</td>
<td>Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.</td>
</tr>
<tr>
<td>4RE</td>
<td>Recognize how public discussion can affect beliefs about the nature and value of art.</td>
</tr>
</tbody>
</table>

**Enduring Understandings: Literacy**

**Progress Points:**

- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

#### Essential Question

How does an artist create compelling imagery with context and meaning?

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</thead>
<tbody>
<tr>
<td><strong>Students will learn...</strong></td>
<td><strong>Students will demonstrate learning by...</strong></td>
<td><strong>Students will be engaged and supported in learning by...</strong></td>
</tr>
<tr>
<td>• An artist’s use of ideas and imagery relates to choices of media in creating an artwork;</td>
<td>• Discussing the choice of media and how it relates to the ideas and images in the work;</td>
<td>• Formative assessment;</td>
</tr>
<tr>
<td>• That understanding that the use of media can translate meaning into process, communicating ideas creatively and effectively;</td>
<td>• Listening to perceptions, categorizing them by age, gender and background and documenting differences in perception of a specific work of art;</td>
<td>• Inquiry-based learning;</td>
</tr>
<tr>
<td>• How perceptions of artwork are influenced by the audience that views that work;</td>
<td>• Documenting how visual art is used to shape individual and social behavior, citing examples of visual culture;</td>
<td>• Project-based learning;</td>
</tr>
<tr>
<td>• How and why others may have different perceptions than their own;</td>
<td>• Participating in a public discussion about art and articulating how beliefs about the nature/value of art are affected by the discussion.</td>
<td>• Summative assessment.</td>
</tr>
</tbody>
</table>
Model Curriculum: VISUAL ART Grades 6-7-8

- To define visual culture;
- How to identify examples of visual culture;
- To determine how visual art is used to shape individual/social behavior and to critically examine the visual culture around them by identifying the messages, themes and ideas advertisements are conveying to the public;
- Visual culture is all around us and we need to know how to examine and understand it in order to be intelligent and independent consumers and citizens;
- Participation in a public discussion of art can expand one’s perspective, understanding, and appreciation of art.

### Assessment

Students will know how well they are learning by...

- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

### Application

#### Student Performance Tasks

Students work individually to make hypotheses regarding what media they think is used in artwork, then discuss with their group what media the artist selected and how it relates to the ideas and images in the work.

Some questions students could explore: How do advertisements market to their desired population? What meaning or message are they trying to convey about the person who buys their products?

The teacher shares editorial articles about a work of art and then leads a class/blog discussion regarding the nature and value of the art.

#### Career Connections

**Pearltrees Careers Link**

- Painter
- Art Historian
- Sculptor
- Advertising Art Director

**Learning Standards Connections**

- GRADE 8 English Language Arts
- GRADE 8 Mathematics
- GRADE 8 Science
- GRADE 8 Social Studies

#### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- ODE Diverse Learners
- VSA Ohio
- CAST

BACK
## Grade 8 – 4PE, 1RE

<table>
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<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Grade Level</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Content Statements</td>
<td>4PE Understand how social, cultural and political factors affect what contemporary artists and designers create. 1RE Examine various qualities in artworks to understand how an artist’s choice of media relates to the images and ideas in the work.</td>
</tr>
</tbody>
</table>

**Enduring Understandings: Literacy**

**Progress Points:**
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

**Essential Question**

What inspires artists? How do artists generate ideas?

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<td></td>
<td></td>
<td>• Articulating factors (social, cultural, political) that influence the work of specific artists and designers;</td>
</tr>
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<td></td>
<td></td>
<td>• Documenting evidence found within an artwork to support an artist’s choice of media and how it relates to their intention and/or message in the artwork.</td>
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<td>• Standards-Based Rubric Template</td>
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<td>• Formative assessment;</td>
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<td>• Cross Disciplinary Fine Arts</td>
</tr>
<tr>
<td>Application</td>
<td></td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td><strong>Student Performance Tasks</strong></td>
<td><strong>Career Connections</strong></td>
<td></td>
</tr>
<tr>
<td>Students will research an artwork and create a presentation (e.g., photo collage, PowerPoint, poster, original artwork) articulating the impact of media on political, social, and cultural issues.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td></td>
</tr>
</tbody>
</table>
| | • Photo Journalist  
| | • Documentary Photographer/Filmmaker  
| | • TV Commercials Director |
| Students compare and contrast a sculpture (e.g., Deborah Butterfield’s horse sculpture) and a painting (e.g., horse painting by Edgar Degas). Students then create a hypothesis on how the artist’s choice of media relates to the images and ideas in the work. | **Learning Standards Connections** |
| | • GRADE 8 [English Language Arts](#)  
| | • GRADE 8 [Mathematics](#)  
| | • GRADE 8 [Science](#)  
| | • GRADE 8 [Social Studies](#) |

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Grade 8 – 6PE, 5PR, 5RE

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</tbody>
</table>
| Content Statements| 6PE Identify professions that use artistic and problem-solving skills  
5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.  
5RE Identify professions that use art and design and explore the relationship between art, technology and industry. |

Enduring Understandings: Authentic Application and Collaboration; Literacy

Progress Points:
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

Essential Question
How do artists and their art intersect with community? How does one instill lifelong learning in the arts?

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<td>Students will be engaged and supported in learning by...</td>
</tr>
<tr>
<td>- How to identify professions that use artistic skills and creative problem solving;</td>
<td>- Documenting specific professions that utilize artistic skills/problem-solving;</td>
<td>- Formative assessment;</td>
</tr>
<tr>
<td>- Open-mindedness, respect for other's opinions and willingness to work together toward a common goal or outcome to express ideas;</td>
<td>- Create collaborative work citing a visual art/arts theme;</td>
<td>- Inquiry-based learning;</td>
</tr>
<tr>
<td>- How to translate a theme into an artwork;</td>
<td>- Participating in a public discussion about art and articulating how beliefs about the nature/value of art affected are affected by the discussion.</td>
<td>- Project-based learning;</td>
</tr>
<tr>
<td>- To define other arts disciplines;</td>
<td></td>
<td>- Summative assessment.</td>
</tr>
<tr>
<td>- Participation in a public discussion</td>
<td></td>
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**Model Curriculum: VISUAL ART Grades 6-7-8**

- of art can expand one’s perspective, understanding, and appreciation of art.

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<tr>
<td><strong>Student Performance Tasks</strong></td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
</tr>
<tr>
<td>Students research art-related careers and present their findings, providing what “a day in the life of a/an… looks like” as well as what type of training or degrees are required to enter that field.</td>
<td>• Machine Designer</td>
<td></td>
</tr>
<tr>
<td>Students identify issues in their community that could be addressed through visual arts. Then students collaborate to create a public work that communicates the theme demonstrating how the visual arts can be used to present a solution to the community-based issue.</td>
<td>• Market Researcher</td>
<td></td>
</tr>
<tr>
<td>The teacher shares editorial articles about a work of art and then leads a class/blog discussion regarding the nature and value of the art.</td>
<td>• Architect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Digital Film Maker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Photo Journalist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Illustrator</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Standards Connections**

- • GRADE 8 **English Language Arts**
- • GRADE 8 **Mathematics**
- • GRADE 8 **Science**
- • GRADE 8 **Social Studies**

**Diverse Learners**

- • ODE Diverse Learners
- • VSA Ohio
- • CAST
## Grade 8 – 3PE

<table>
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</tr>
<tr>
<td>Grade Level</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Content Statements</td>
<td>3PE Connect science and technology with the development of art in various cultures.</td>
</tr>
</tbody>
</table>

### Enduring Understandings: Literacy

### Progress Points:

A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.

### Essential Question
How do technology, visual culture and media imagery influence art making?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn…</td>
<td>Students will learn…</td>
<td>Students will be engaged and supported in learning by…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative assessment;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inquiry-based learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project-based learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative assessment.</td>
</tr>
<tr>
<td>To recognize the cultural connection between advancements in science and technology and their influence on art making.</td>
<td>To recognize the cultural connections between advancements in science and technology and their influence on art making.</td>
<td>Resources <strong>LINK to Pearltrees</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Design and Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and Advocacy</td>
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<td></td>
<td>Professional Organizations</td>
</tr>
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<td></td>
<td></td>
<td>Careers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross Disciplinary Fine Arts</td>
</tr>
</tbody>
</table>

### Assessment

Students will know how well they are learning by…

- **Standards-Based Rubric Template**
- **Arts Assessment Menu**
### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of students conduct Internet research to find ways that science and technology have influenced and affected the development of art in a specific culture.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Technical Illustrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Landscape Architect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Textile Designer</td>
<td></td>
</tr>
<tr>
<td>Next, the groups present their information to the class and the class has a discussion to compare and contrast the connections between science and technology’s influence on the development of art in various cultures.</td>
<td><strong>Learning Standards Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- GRADE 8 <a href="#">English Language Arts</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- GRADE 8 <a href="#">Mathematics</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- GRADE 8 <a href="#">Science</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- GRADE 8 <a href="#">Social Studies</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <a href="#">ODE Diverse Learners</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <a href="#">VSA Ohio</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <a href="#">CAST</a></td>
<td></td>
</tr>
</tbody>
</table>

**BACK**
**Grade 8 – 2PE**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing (PE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Content Statements</td>
<td>2PE Develop awareness and articulate various functions of art.</td>
</tr>
</tbody>
</table>

**Enduring Understandings: Literacy**

**Progress Points:**
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

**Essential Question**

What does it mean to design an object?

<table>
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<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn…</td>
<td>Students will demonstrate learning by…</td>
<td>Students will be engaged and supported in learning by…</td>
</tr>
<tr>
<td>To define and discuss functions of art;</td>
<td>Discussing and articulating various functions of art.</td>
<td>Formative assessment;</td>
</tr>
<tr>
<td>Strategies on how to develop awareness about the functions of art.</td>
<td></td>
<td>Inquiry-based learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project-based learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative assessment.</td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by…
- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources** [LINK to Pearltrees](#)
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
<table>
<thead>
<tr>
<th>Application</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
<td>Students view artworks, buildings, cartoons, quilts, etc., and discuss various functions of art. Students discuss “What are the functions of art?” For example, being a platform for self-expression, a way to express ideas and messages, a way to document a memory or feeling, a way to address local and global community needs, etc.</td>
</tr>
<tr>
<td><strong>Career Connections</strong></td>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td></td>
<td>• Art Lecturer</td>
</tr>
<tr>
<td></td>
<td>• Special Effects Technician</td>
</tr>
<tr>
<td></td>
<td>• Tool Designer</td>
</tr>
<tr>
<td><strong>Learning Standards Connections</strong></td>
<td>• GRADE 8 <a href="#">English Language Arts</a></td>
</tr>
<tr>
<td></td>
<td>• GRADE 8 <a href="#">Mathematics</a></td>
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<tr>
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<td>• GRADE 8 <a href="#">Science</a></td>
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<tr>
<td></td>
<td>• GRADE 8 <a href="#">Social Studies</a></td>
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<tr>
<td><strong>Diverse Learners</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
</tr>
<tr>
<td></td>
<td>• <a href="#">ODE Diverse Learners</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="#">VSA Ohio</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="#">CAST</a></td>
</tr>
</tbody>
</table>
## Grade 8 – 1PR, 2PR, 4PR

### Discipline
Visual Art

### Strand/Process
Producing/Performing (PR)

### Grade Level
Grade 8

### Content Statements
1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.
2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two and three-dimensional artworks.
4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.

### Enduring Understandings:
Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration

### Progress Points:
- C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

### Essential Question
How does an artist develop technical skill and make informed choices in creating art?

### Content Elaborations
- How to select, organize and manipulate skills, elements and techniques when making decisions on how to create a work of art;
- To define increased technical skill and craftsmanship;
- To define more complex processes and materials;
- How to increase skills and craftsmanship to a higher level;
- How to create meaning/effects on a work through the use of art elements;

### Expectations for Learning
- Applying decisions made in selecting, organizing and manipulating skills, elements and techniques in an artwork, citing why those decisions are appropriate for the specific composition;
- Applying more complex processes/materials in the design of two and three-dimensional composition, demonstrating increased technical skill and craftsmanship;
- Presenting a personal artwork that communicates meaning/effect, citing evidence of the competent use of an art element.

### Instructional Strategies and Resources
- Formative assessment;
- Inquiry-based learning;
- Project-based learning;
- Summative assessment.

### Resources
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

---

**How does an artist develop technical skill and make informed choices in creating art?**

- How to select, organize and manipulate skills, elements and techniques when making decisions on how to create a work of art;
- To define increased technical skill and craftsmanship;
- To define more complex processes and materials;
- How to increase skills and craftsmanship to a higher level;
- How to create meaning/effects on a work through the use of art elements;

- Applying decisions made in selecting, organizing and manipulating skills, elements and techniques in an artwork, citing why those decisions are appropriate for the specific composition;
- Applying more complex processes/materials in the design of two and three-dimensional composition, demonstrating increased technical skill and craftsmanship;
- Presenting a personal artwork that communicates meaning/effect, citing evidence of the competent use of an art element.

- Formative assessment;
- Inquiry-based learning;
- Project-based learning;
- Summative assessment.

**Resources**
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
**Model Curriculum: VISUAL ART Grades 6-7-8**

| To define art elements; |
| How to define and show competence in the use of art elements in a personal work. |

| Assessment |
| Students will know how well they are learning by... |
| - Standards-Based Rubric Template |
| - Arts Assessment Menu |

| Application |
| Student Performance Tasks |
| Students are given a theme or prompt to make artwork, such as identity or community, and develop the meaning or message they wish to convey, select the media they will use, and organize and manipulate skills, elements and techniques appropriate to the art form when making art. |

Students create a thumbnail sketch of an artwork based on a prompt or theme. Students select their media of choice and learn more complex processes that utilize increased technical skill and practice and implement it in a full size artwork.

Students build upon previously learned skills and craftsmanship to demonstrate proficiency in the use of more complex processes and materials.

Students work together to review an assignment and identify the “meaning” seen in the art based on the examination of art elements evident in the work.

| Career Connections |
| Pearltrees Careers Link |
| - Digital Artist |
| - Cartoonist |
| - Sculptor |
| - Painter |
| - Costume Designer |
| - Glass Blower |

| Learning Standards Connections |
| - GRADE 8 English Language Arts |
| - GRADE 8 Mathematics |
| - GRADE 8 Science |
| - GRADE 8 Social Studies |

| Diverse Learners |
| Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. |
| - ODE Diverse Learners |
| - VSA Ohio |
| - CAST |
**Grade 8 – 6RE**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Content Statements</td>
<td>6RE Develop and apply criteria to assess personal works for content and craftsmanship.</td>
</tr>
</tbody>
</table>

**Enduring Understandings: Literacy**

**Progress Points:**

D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

**Essential Question**

How does an artist persevere through the creative process?

<table>
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<td>Students will learn...</td>
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<td>Students will be engaged and supported in learning by...</td>
</tr>
<tr>
<td>• How to self-assess their work;</td>
<td>• Articulating personal assessment of content and craftsmanship, citing specific criteria.</td>
<td>• Formative assessment;</td>
</tr>
<tr>
<td>• To define content/craftsmanship;</td>
<td></td>
<td>• Inquiry-based learning;</td>
</tr>
<tr>
<td>• How to develop, refine, and use criteria to self-assess the content and craftsmanship in their artwork.</td>
<td></td>
<td>• Project-based learning;</td>
</tr>
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<td></td>
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<td>• Summative assessment.</td>
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**Assessment**

Students will know how well they are learning by...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
### Model Curriculum: VISUAL ART Grades 6-7-8

#### Application

<table>
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<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| Students create criteria and apply it to their own works. | **Pearltrees Careers Link**  
- Painter  
- Sculptor  
- Digital Artist  | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

#### Learning Standards Connections
- GRADE 8 [English Language Arts](#)  
- GRADE 8 [Mathematics](#)  
- GRADE 8 [Science](#)  
- GRADE 8 [Social Studies](#)
## Grade 8 – 3PR, 2RE

<table>
<thead>
<tr>
<th>Discipline</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR); Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 8</td>
</tr>
</tbody>
</table>
| Content Statements | 3PR Use critical thinking and visual literacy to communicate a specific idea.  
      2RE Explain and defend their artistic decisions using visual art vocabulary. |

**Enduring Understandings:** Critical and Creative Thinking; Literacy

**Progress Points:**
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

**Essential Question**
How does an artist use inquiry and discussion skills to communicate about art?

### Content Elaborations

**Students will learn…**
- To define critical thinking and visual literacy;
- To apply those definitions to ideas being communicated;
- To define visual art vocabulary;
- Strategies to explain/defend artistic decisions made in personal work.

### Expectations for Learning

**Students will demonstrate learning by…**
- Discussing critical thinking/visual literacy strategies used to articulate ideas being communicated in a work;
- Explaining and defending personal artistic decisions using established visual art vocabulary.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by…**
- Formative assessment;
- Inquiry-based learning;
- Project-based learning;
- Summative assessment.

**Resources**
- [LINK to Pearltrees](#)
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross Disciplinary Fine Arts

### Assessment

**Students will know how well they are learning by…**
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)
## Application

### Student Performance Tasks
Students will decide upon a specific idea they want to communicate, then will use critical and creative thinking to express that visually. Students will create an image that communicates a specific idea.

At the end of a project the class will provide a critique. Each student's artwork will be discussed and each student will explain, discuss, and defend his or her artistic decisions using visual art vocabulary.

### Career Connections

**Pearltrees Careers Link**
- TV Commercials Director
- Greeting Card Designer
- Magazine Designer
- Corporate Designer
- Digital Artist

**Learning Standards Connections**
- GRADE 8 [English Language Arts](#)
- GRADE 8 [Mathematics](#)
- GRADE 8 [Science](#)
- GRADE 8 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
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- VSA Ohio
- CAST