

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.

GRADE	Cognitive and Creative Processes		
6	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</p>	<p>1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.</p> <p>2PR Experiment with a variety of techniques and working methods when creating an original work of art.</p>	<p>1RE Explain what makes an object a work of art using a range of criteria.</p> <p>2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.</p>

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<p>3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p> <p>4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.</p> <p>5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.</p>	<p>3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.</p> <p>4PR Transform perceptions and processes into two- and three-dimensional artworks.</p> <p>5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.</p> <p>6PR Integrate elements of art and design to solve interdisciplinary problem.</p>	<p>3RE Explore and discuss how aspects of culture influence ritual and social artwork.</p> <p>4RE Defend artistic decisions using appropriate visual art vocabulary.</p> <p>5RE Assess personal progress to improve craftsmanship and refine and complete works of art.</p> <p>6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.</p>
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GRADE	Cognitive and Creative Processes		
7	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.</p> <p>2PE Identify professions that use artistic skills and problem-solving.</p> <p>3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</p> <p>4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</p> <p>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.</p> <p>6PE Connect various art forms to their social,</p>	<p>1PR Improve craftsmanship and refine ideas in response to feedback.</p> <p>2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.</p> <p>3PR Represent depth and volume in their two-dimensional works of art.</p> <p>4PR Apply art and design principles in the construction of three-dimensional artworks.</p> <p>5PR Create a work of art in collaboration with others to address a social or cultural issue.</p> <p>6PR Demonstrate understanding of visual literacy, illustration and graphic communication.</p>	<p>1RE Speculate about an artist's intentions and message in a work using relevant references to the work.</p> <p>2RE Compare and contrast diverse viewpoints about works of art.</p> <p>3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>4RE Classify and categorize examples of artworks from various eras and cultures.</p> <p>5RE Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.</p> <p>6RE Develop and use criteria to guide reflection and assessment of selected personal artworks.</p> <p>7RE Assess one's own work and working</p>

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cultural or political purposes and include regional examples.		process and the work of others in relation to criteria and standards.
<small>GRADE</small> 8	Cognitive and Creative Processes	
PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
<p>1PE Identify how an artist’s choice of media relates to the ideas and images in the work.</p> <p>2PE Develop awareness and articulate various functions of art.</p> <p>3PE Connect science and technology with the development of art in various cultures.</p> <p>4PE Understand how social, cultural and political factors affect what contemporary artists and designers create.</p> <p>5PE Discover how culture, age, gender and background influence audience perception of art.</p> <p>6PE Identify professions that use artistic and problem-solving skills.</p>	<p>1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.</p> <p>2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks-</p> <p>3PR Use critical thinking and visual literacy to communicate a specific idea.</p> <p>4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.</p> <p>5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.</p>	<p>1RE Examine various qualities in artworks to understand how an artist’s choice of media relates to the images and ideas in the work.</p> <p>2RE Explain and defend their artistic decisions using visual art vocabulary.</p> <p>3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.</p> <p>4RE Recognize how public discussion can affect beliefs about the nature and value of art.</p> <p>5RE Identify professions that use art and design, and explore the relationship between art, technology and industry.</p> <p>6RE Develop and apply criteria to assess personal works for content and craftsmanship.</p>

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Grade 6 – 3PE, 3RE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statements	<p>3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p> <p>3RE Explore and discuss how aspects of culture influence ritual and social artwork.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> To define and recognize visual forms of expression; To develop cultural competency and be successful in a global society; To understand that life experiences affect the way artwork is consumed; How to synthesize an interpretation of an artwork; Artwork is subjective; it can be interpreted in many ways. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Articulating comparisons between visual forms of expression from specific cultures and regions; Synthesizing personal interpretations with the interpretations of others. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Research; Collaboration; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

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Application		
<p><u>Student Performance Tasks</u></p> <p>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.</p>	<p>Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Art Lecturer• Art Historian• Art Critic• Art Therapist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 5PE, 3PR

Discipline	Visual Art
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR)
Grade Level	Grade 6
Content Statements	<p>5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.</p> <p>3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Collaboration; Demonstration; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

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Application		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• TV Commercial Designer• Advertising Creative Director• Costume Designer• Advertising Illustrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Grade 6 – 4PE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Producing/Performing (PR) Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statements	4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.	
	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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> How to recognize and connect cross-disciplinary ideas, concepts and processes; How these connections are applied to learning; 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. 	Students will demonstrate learning by... <ul style="list-style-type: none"> Making and articulating connections between art ideas, concepts and processes and other academic disciplines. <p style="text-align: center;">Assessment</p> Students will know how well they are learning by... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	Students will be engaged and supported in learning by... <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

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Application		
<p><u>Student Performance Tasks</u></p> <p>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.</p>	<p>Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Advertising Art Director• Architect• Design Consultant <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 2PE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE)	
Grade Level	Grade 6	
Content Statements	<p>2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • Identifying and articulating how art and images used in media communicate messages or meaning. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Collaboration; • Demonstration; • Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Students work in groups to examine art and images from different media outlets and make a list of messages and meanings that they see.</p> <p>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.</p> <p>Students then cut and paste images from different advertisements to alter the meaning or message in an advertisement and present them to the class.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Advertising Art Director• Magazine Designer• TV Commercials Director <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 6PR, 1RE

Discipline	Visual Art
Strand/Process	Producing/Performing (PR); Responding/Reflecting (RE)
Grade Level	Grade 6
Content Statements	<p>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.</p> <p>Enduring Understandings:, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy Progress Points:</p> <p>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.</p>
Essential Question	What does it mean to design an object?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> To define the elements of art and design; How to integrate elements of art and design; Strategies to identify and solve interdisciplinary problems. That there are criteria (e.g., function, evoking emotion, aesthetics, etc.) for what makes something a work art; How an artwork fits into specific criteria or not is open to interpretation. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Documenting/applying specific elements of art and design as part of a solution to a defined interdisciplinary problem; Providing reasons to justify why an object is or is not a work of art. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Collaboration; Technology; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

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Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>Students are presented with an interdisciplinary problem, such as “draw a proportional representation of this room.”</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none"> • Architect • Carpenter • Special Effects Technician • Publisher • Physician <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 6 – 1PR, 2PR, 4PR

Discipline	Visual Art
Strand/Process	Producing/Performing (PR)
Grade Level	Grade 6
Content Statements	<p>1PR Demonstrate technical skill and craftsmanship in the use of materials, tools, and technology to solve an artistic problem.</p> <p>2PR Experiment with a variety of techniques and working methods when creating an original work of art.</p> <p>4PR Transform perceptions and processes into two- and three-dimensional artworks.</p>
	<p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</p> <p>Progress Points:</p> <p>C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</p>

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

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • How to define a visual problem; • How define an appropriate level of technical skill and craftsmanship for a task; • How to communicate a solution to a visual problem using materials, tools and technology; • How different techniques can create different results; • To experiment and discover application techniques and working methods in an artwork; • How to define an original work of art; • To identify personal perceptions ; • To visually translate ideas and perceptions; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • Documenting and achieving defined levels of skill and craftsmanship in the use of materials, tools or technology to solve a specific artistic problem; • Experimenting with specific techniques and working methods and using formative evidence; • Applying specific techniques and working methods experimented with in the creation of an original artwork; • Creating two-dimensional or three-dimensional artwork that communicates specific perceptions and processes. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Collaboration; • Demonstration; • Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts

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<ul style="list-style-type: none"> To define the difference between 2- and 3-dimensional artwork. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> Ceramicist Cinematographer Architect Design Consultant <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> GRADE 6 English Language Arts GRADE 6 Mathematics GRADE 6 Science GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> ODE Diverse Learners VSA Ohio CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 6 – 5PR, 5RE, 6RE

Discipline	Visual Art	
Strand/Process	Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statements	<p>5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.</p> <p>5RE Assess personal progress to improve craftsmanship, refine and complete works of art.</p> <p>6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Collaboration; Demonstration; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> 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		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>The teacher models how to formatively assess progress, evaluate craftsmanship, and rework. Students practice the steps of assessment, evaluation, revision, and completion.</p>	<p>Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Documentary Photographer or Filmmaker• Advertising Art Director• TV Set Designer• Fashion Designer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 1PE, 2RE, 4RE

Discipline	Visual Art
Strand/Process	Perceiving/Knowing (PE), Responding/Reflecting (RE)
Grade Level	Grade 6
Content Statements	<p>1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.</p> <p>4RE Defend artistic decisions using appropriate visual art vocabulary.</p> <p>Enduring Understandings: Critical and Creative Thinking, Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Collaboration; Technology; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 6-7-8

<ul style="list-style-type: none"> • How to select appropriate art vocabulary to defend artistic decisions; • How to define/defend an artistic decision; • To develop visual art literacy. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Art Critic • Art Dealer • Art Lecturer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 7 – 6PE, 6PR, 1RE, 4RE

Discipline	Visual Art
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
Grade Level	Grade 7
Content Statements	<p>6PE Connect various art forms to their social, cultural or political purpose and include regional examples.</p> <p>6PR Develop understanding of visual literacy, illustration and graphic communication.</p> <p>1RE Speculate about an artist’s intentions and message in a work using relevant references to the work.</p> <p>4RE Classify and categorize examples of artworks from various eras and cultures.</p> <p>Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration; Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 6-7-8

<ul style="list-style-type: none"> • Students will 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; • How to identify artworks from various eras and cultures; • How to classify and categorize this work; • Strategies on how to analyze a work of art and support opinions; • How to speculate about an artist's intentions based on evidence or information researched about the work. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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).</p> <p>Students will view symbols, illustrations and various forms of graphic communications and work together to assign meaning to them.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Political Cartoonist • Documentary Photographer/Filmmaker • Advertising Art Director • Art/Film Critic • Art Restorer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

Model Curriculum: VISUAL ART Grades 6-7-8

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.

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Model Curriculum: VISUAL ART Grades 6-7-8

Grade 7 – 1PE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE)	
Grade Level	Grade 7	
Content Statements	1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist’s style and choice of subject matter.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Documenting influences (personal experiences, interest, cultural heritage, gender) observed in artwork, citing an artist’s style/choice of subject matter. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> 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		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Photo Journalist• Art Lecturer• Documentary Photographer/Filmmaker <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 7 English Language Arts• GRADE 7 Mathematics• GRADE 7 Science• GRADE 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Grade 7– 2PE, 5PR, 5RE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statements	<p>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.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration Progress Points:</p> <p>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.</p>	
Essential Question	How do artists and their art intersect with the community? How does one instill lifelong learning in the arts?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • 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; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry-based learning; • Project-based learning; • Summative assessment.

Model Curriculum: VISUAL ART Grades 6-7-8

<ul style="list-style-type: none"> • How to make connections between art experiences and how those experiences stimulate the imagination and enrich people’s lives; • How to describe those connections. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • TV Director • Photo Journalist • Magazine Designer • Advertising Creative Director • Film Editor • Display Designer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 7 – 3PE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statements	3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.	
	Enduring Understandings: Authentic Application and Collaboration; Literacy Progress Points: 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.	
Essential Question	How do technology, visual culture and media imagery influence art making?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> 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. 	Students will demonstrate learning by... <ul style="list-style-type: none"> Discussing how personal/consumer choices are influenced by messages from select imagery. <hr/> <p style="text-align: center;">Assessment</p> Students will know how well they are learning by... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	Students will be engaged and supported in learning by... <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. Resources LINK to Pearltrees <ul style="list-style-type: none"> 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		
<p><u>Student Performance Tasks</u></p> <p>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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Advertising Art Director• Graphic Designer• Art Consultant• Display Designer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 7 English Language Arts• GRADE 7 Mathematics• GRADE 7 Science• GRADE 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 7 – 5PE, 4PR		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statements	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.	
	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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> To define a designed object; To research how/why an object was designed; To decipher the influences effecting the production of specific designed objects and their significance; To define and understand art and design principles; To apply the art and design principles to a three-dimensional artwork. 	Students will demonstrate learning by... <ul style="list-style-type: none"> Documenting the processes and decisions made in the production of a designed object, citing purpose, aesthetics, social/cultural issues and personal meaning; Applying specific art and design principles in the creation of three-dimensional artwork. <p style="text-align: center;">Assessment</p> Students will know how well they are learning by... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	Students will be engaged and supported in learning by... <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none"> • Carpenter • Tool Designer • Functional Designer • Sculptor • Architect <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 7 – 1PR, 2PR, 3PR

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

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

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 6-7-8

<p>solving;</p> <ul style="list-style-type: none"> • How to represent depth and volume in a variety of two-dimensional media; • The processes to create depth and volume can involve formulaic approaches that require understanding developed through careful observation and practice. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p> <p>Students use traditional drawing media to create an environmentally friendly space that incorporates both real and imagined eco-friendly ideas.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Fashion Designer • Film Editor • Choreographer • Fashion Designer • Graphic Designer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 7 – 6RE, 7RE		
Discipline	Visual Art	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statements	<p>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.</p> <p>Enduring Understandings: Critical and Creative Thinking; Literacy Progress Points:</p> <p style="padding-left: 20px;">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.</p>	
Essential Question	How does an artist persevere through the creative process?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> 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		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>The rubric created by the student is based on acquired knowledge.</p> <p>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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Graphic Designer• Toy Designer• Animator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 7 English Language Arts• GRADE 7 Mathematics• GRADE 7 Science• GRADE 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 7 – 4PE, 2RE, 3RE

Discipline	Visual Art
Strand/Process	Perceiving/Knowing (PE); Responding/Reflecting (RE)
Grade Level	Grade 7
Content Statements	<p>4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</p> <p>2RE Compare and contrast diverse viewpoints about works of art.</p> <p>3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • 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; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry-based learning; • Project-based learning; • Summative assessment.

Model Curriculum: VISUAL ART Grades 6-7-8

<ul style="list-style-type: none"> • How to synthesize an interpretation of an artwork; • Artwork is subjective; it can be interpreted in many ways. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
<p>Application</p>		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students translate/sort what is seen in an image into a discussion about what is seen.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Art/Film Critic • Gallery Director • Curator • Filmmaker <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 8 – 1PE, 5PE, 3RE, 4RE

Discipline	Visual Art
Strand/Process	Perceiving/Knowing (PE) Responding/Reflecting (RE)
Grade Level	Grade 8
Content Statements	<p>1PE Identify how an artist’s choice of media relates to the ideas and images in the work.</p> <p>5PE Discover how culture, age, gender and background influence audience perception of art.</p> <p>3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.</p> <p>4RE Recognize how public discussion can affect beliefs about the nature and value of art.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • An artist’s use of ideas and imagery relates to choices of media in creating an artwork; • That understanding that the use of media can translate meaning into process, communicating ideas creatively and effectively; • How perceptions of artwork are influenced by the audience that views that work; • How and why others may have different perceptions than their own; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • Discussing the choice of media and how it relates to the ideas and images in the work; • Listening to perceptions, categorizing them by age, gender and background and documenting differences in perception of a specific work of art; • Documenting how visual art is used to shape individual and social behavior, citing examples of visual culture; • Participating in a public discussion about art and articulating how beliefs about the nature/value of art are affected by the discussion. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry-based learning; • Project-based learning; • Summative assessment.

Model Curriculum: VISUAL ART Grades 6-7-8

<ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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?</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> Painter Art Historian Sculptor Advertising Art Director <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> GRADE 8 English Language Arts GRADE 8 Mathematics GRADE 8 Science GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> ODE Diverse Learners VSA Ohio CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 8 – 4PE, 1RE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statements	<p>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.</p> <p>Enduring Understandings: Literacy Progress Points:</p> <ul style="list-style-type: none"> 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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> To identify and understand how factors (social, cultural, political) influence the work of artists and designers; To define qualities in artwork; To analyze qualities in artwork that support the artist’s choice of meaning and materials. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Articulating factors (social, cultural, political) that influence the work of specific artists and designers; 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: VISUAL ART Grades 6-7-8

Application		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Photo Journalist• Documentary Photographer/Filmmaker• TV Commercials Director <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 8 – 6PE, 5PR, 5RE

Discipline	Visual Art
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
Grade Level	Grade 8
Content Statements	<p>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.</p> <p>Enduring Understandings: Authentic Application and Collaboration; Literacy Progress Points:</p> <ul style="list-style-type: none"> 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?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • How to identify professions that use artistic skills and creative problem solving; • Open-mindedness, respect for other's opinions and willingness to work together toward a common goal or outcome to express ideas; • How to translate a theme into an artwork; • To define other arts disciplines; • Participation in a public discussion 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • Documenting specific professions that utilize artistic skills/problem-solving; • Create collaborative work citing a visual art/arts theme; • Participating in a public discussion about art and articulating how beliefs about the nature/value of art affected are affected by the discussion. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry-based learning; • Project-based learning; • Summative assessment.

Model Curriculum: VISUAL ART Grades 6-7-8

<p>of art can expand one’s perspective, understanding, and appreciation of art.</p>	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Machine Designer • Market Researcher • Architect • Digital Film Maker • Photo Journalist • Illustrator <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 8 – 3PE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE)	
Grade Level	Grade 8	
Content Statements	<p>3PE Connect science and technology with the development of art in various cultures.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • To recognize the cultural connection between advancements in science and technology and their influence on art making. 	<p>Students will learn...</p> <ul style="list-style-type: none"> • To recognize the cultural connections between advancements in science and technology and their influence on art making. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry-based learning; • Project-based learning; • Summative assessment.
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • 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		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p>	<p>Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Technical Illustrator• Landscape Architect• Textile Designer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 8 – 2PE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE)	
Grade Level	Grade 8	
Content Statements	<p>2PE Develop awareness and articulate various functions of art.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> To define and discuss functions of art; Strategies on how to develop awareness about the functions of art. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Discussing and articulating various functions of art. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> 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		
<p><u>Student Performance Tasks</u></p> <p>Students view artworks, buildings, cartoons, quilts, etc., and discuss various functions of art.</p> <p>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.</p>	<p>Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Art Lecturer• Special Effects Technician• Tool Designer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Grade 8 – 1PR, 2PR, 4PR

Discipline	Visual Art
Strand/Process	Producing/Performing (PR)
Grade Level	Grade 8
Content Statements	<p>1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.</p> <p>2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two and three-dimensional artworks.</p> <p>4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • 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; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry-based learning; • Project-based learning; • Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 6-7-8

<ul style="list-style-type: none"> To define art elements; How to define and show competence in the use of art elements in a personal work. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p> <p>Students build upon previously learned skills and craftsmanship to demonstrate proficiency in the use of more complex processes and materials.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> Digital Artist Cartoonist Sculptor Painter Costume Designer Glass Blower <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> GRADE 8 English Language Arts GRADE 8 Mathematics GRADE 8 Science GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> ODE Diverse Learners VSA Ohio CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 8 – 6RE		
Discipline	Visual Art	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statements	6RE Develop and apply criteria to assess personal works for content and craftsmanship.	
	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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> How to self-assess their work; To define content/craftsmanship; How to develop, refine, and use criteria to self-assess the content and craftsmanship in their artwork. 	Students will demonstrate learning by... <ul style="list-style-type: none"> Articulating personal assessment of content and craftsmanship, citing specific criteria. <hr/> <p style="text-align: center;">Assessment</p> Students will know how well they are learning by... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	Students will be engaged and supported in learning by... <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students create criteria and apply it to their own works.</p>	<p style="text-align: center;">Career Connections</p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none"> • Painter • Sculptor • Digital Artist <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 6-7-8

Grade 8 – 3PR, 2RE

Discipline	Visual Art
Strand/Process	Producing/Performing (PR); Responding/Reflecting (RE)
Grade Level	Grade 8
Content Statements	<p>3PR Use critical thinking and visual literacy to communicate a specific idea. 2RE Explain and defend their artistic decisions using visual art vocabulary.</p> <p>Enduring Understandings: Critical and Creative Thinking; Literacy Progress Points:</p> <p>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.</p>
Essential Question	How does an artist use inquiry and discussion skills to communicate about art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry-based learning; Project-based learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: VISUAL ART Grades 6-7-8

Application		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>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.</p>	<p>Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• TV Commercials Director• Greeting Card Designer• Magazine Designer• Corporate Designer• Digital Artist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>