

STUDENT LEARNING GOALS for ART

The Student Will:

- Develop artistic and cultural awareness, imagination, perception and skill.
 - Foster creativity, self expression, confidence, and discipline.
 - Utilize a strong work ethic and proper safety procedures.
 - Improve craftsmanship and problem solving abilities.
 - Respect art materials, school property, and peers.

Sixth grade art students will create two-dimensional and three-dimensional works of art using the elements of art and principles of design with an emphasis on creating the illusion of depth on a 2D surface. They will explore art history and cultural connections, art careers, art vocabulary, aesthetics, and the process of art criticism.

Seventh Grade Art



Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st century.

- Analyze
- Apply standard grammar
- Arrange
- Assemble
- Articulate
- Classify
- Collaborate
- Communicate effectively
- Compare and Contrast
- Construct and Manipulate
- Critique
- Describe
- Demonstrate
- Discover
- Discuss
- Differentiate
- Draw conclusions
- Explore
- Examine
- Engage
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Listen
- Make conjectures
- Make presentations
- Manage Time
- Observe
- Organize
- Plan
- Reflect
- Predict outcomes
- Read critically
- Recognize cause & effect
- Revise
- Self assess
- Solve Problems
- Speak publically
- Summarize
- Synthesize
- Think inventively
- Use resources
- Use technology
- Work productively

Visual Communication and Production

- 7.1 Identify and use analogous, complementary, and monochromatic color.
- 7.2 Create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 Apply in 2D and 3D works of art the elements of art and the principles of design.
- 7.4 Use line variations, including directionality, width, and implied line, to create contrasting qualities in a composition.
- 7.5 Communicate information and ideas through illustration.
- 7.6 Create the illusion of depth in 2D works of art, using a variety of the following devices: overlapping; atmospheric perspective; diminishing size and detail; and object placement in the picture plane.
- 7.7 Create contour line drawings that demonstrate perceptual skill.
- 7.8 Use 2 point perspective.
- 7.9 Create 2D and 3D works of art integrating the elements of art and the principals of design.
- 7.10 Create 3D works of art, using geometric forms.
- 7.11 Create works of art by representing and interpreting ideas from other fields of knowledge.
- 7.12 Use mechanical graphic arts instruments and devices to solve commercial design problems.
- 7.13 Use computer design programs to create original works of art.
- 7.14 Use problem-solving skills to create a work of art that communicates ideas or emotions.

Cultural Context and Art History

- 7.15 Compare various art careers and the methods of preparing for them.
- 7.16 Identify styles and themes in contemporary and historical works of art.
- 7.17 Compare and contrast the characteristics of public art, including monuments.
- 7.18 Examine the uses and impact of persuasive techniques in print and electronic media.

Judgment and Criticism

- 7.19 Explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.20 Understand the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art.
- 7.21 Identify and apply criteria for judging works of art.
- 7.22 Identify and examine ethical and legal considerations in the use of appropriated images and information.
- 7.23 Analyze, interpret, and judge works of art based on biographical, historical or contextual information.
- 7.24 Compare and contrast personal experiences with the life experiences depicted in works of art from other cultures.
- 7.25 Identify the processes artists use to create works of art, using analysis of rough sketches, drafts, and series.

Aesthetics

- 7.26 Analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.27 Generate questions about the nature of art and possible answers to the questions.
- 7.28 Describe ways that social and cultural beliefs can influence responses to works of art.
- 7.29 Describe personal responses to the visual qualities of a work of art.
- 7.30 Investigate the purposes of art.

Art Across the Curriculum: The following are examples of how art will connect knowledge within and across the disciplines.

- **Language Arts**— Written/oral communication, research, literature, verbal critiques.
- **Math**— Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms, linear perspective.
- **Performing Arts**— Music, drama, dance, film.
- **Science**—Color theory, anatomy (people, plants, animals), chemistry.
- **Social Studies/History**— Correlation between art and history; visual culture.