

Middle School Visual Arts

Grades 7-8

In seventh or eighth grade, every middle school student receives daily instruction in art for a period of 18 weeks (one semester). Students are reintroduced to the principles and elements of design while continuing to explore and experiment with a wide range of mediums. Students are encouraged to develop creative thinking and problem-solving skills, take artistic risks and stretch their imaginations. Middle school artists are expected to actively participate in class critiques and self-evaluation of their portfolios.

Learning Opportunities

Large group instruction and project overview; class and individual demonstrations; exemplars; flexible groupings and teamwork exercises; modeling; individual work time; group critiques; handouts; research and Internet, slides and videos

Standards

Vital Results: Communication

Expression

- 1.16 Artistic dimensions: Students use a variety of forms, such as dance, music, theater, **visual arts**, to create projects that are appropriate in terms of the following dimensions:
- *Skill development* (Projects exhibit elements and techniques of the art form, including expression, that are appropriate to the intent of the product or performance.)
 - *Reflection and critique* (Students improve upon products through self-reflection and outside critique, using detailed

June 2004

comments that employ the technical vocabulary of the art form.

- *Making connections* (Students relate various types of arts knowledge and skills within and across the disciplines.
- *Approach to work* (Students safely approach their media, solve technical problems as they arise, and creatively generate ideas)

(National Standards: *Art as Language*)

Fields of Knowledge: Arts, Language, Literature

Artistic Process

- 5.22 Intent: Students convey artistic intent from creator to viewer or listener
(National Standards: *Aesthetics and Art Appreciation*)
- 5.23 Critique: Students critique their own and others' works in progress, both individually and in groups, to improve upon intent. (National Standards: *Aesthetics and Art Appreciation*)
- 5.24 Artistic Problem Solving: Students solve visual, spatial, kinesthetic, aural, and other problems in the arts. (National Standards: *Aesthetics and Art Appreciation*)
- 5.25 Exemplary Works: Students demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods. (National Standards: *Aesthetics and Art Appreciation; Multicultural Perspectives*)
- 5.26 Analysis: Students develop and present basic analysis of work in the arts from structural , historical, economic, and cultural perspectives (National Standards: *Art as language; Multicultural perspectives*)

Elements, Forms, Techniques in the Arts

- 5.28 Artistic proficiency: Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency (National Standards: *Concepts and Skills; Art as Language*)
- 5.29 Visual Arts: Students use the elements and principles of two-and three-dimensional design in the visual arts, including line , color, shape, and texture, in creating, viewing and critiquing. (National Standards: *Elements and Principles*)

June 2004

Content Knowledge and Skills

Students are exposed to a variety of art making materials, tools, and techniques to explore the following:

Two-Dimensional:

- Drawing /Line: texture, portraiture /figure drawing, and collage
- Shape: positive and contour line drawing, one- and two-point perspective, shading, visual negative space, symmetrical and asymmetrical balance, organic and geometric shapes, creating the illusion of depth
- Color: color theory, colored pencil blending, mixing a variety of hues and values of transparent and opaque mediums surface applications

Three-Dimensional:

- Form: balance of negative and positive space, symmetry, motion/emotion, and composition

Multicultural Perspectives:

- exposure to an array of world crafts and art from a variety of historical periods

Assessment criteria

Content and Skills:

Students are able to:

- work independently with a variety of materials and techniques;
- utilize problem-solving skills to explore healthy artistic risk taking;
- demonstrate an understanding of an appropriate work ethic;
- demonstrate craftsmanship;

June 2004

- demonstrate respect for materials, tools, and others work.

Elements and Principles:

Students are able to:

- demonstrate a strong understanding of the elements and principles of design when completing both 2-D and 3-D projects;
- develop creative and unique solutions to 2-D and 3-D designs problems.

Art as Language:

Students are able to:

- use a fundamental artistic vocabulary when discussing art;
- demonstrate the ability to utilize the visual arts for self-expression.

Aesthetics and Art Appreciation:

Students are able to:

- communicate an opinion based on their understanding of aesthetics;
- appreciate other perspectives and points of view;
- practice critiquing skills and defend their ideas.

Multicultural Perspectives:

Students are able to:

- demonstrate the global nature of visual artistic expression by creating a piece of work inspired by another culture or time period.

Resources