




SMMUSD VAPA CURRICULUM for grades SIXTH through EIGHTH


VISUAL ARTS 	CONTENT GOAL	ACTIVITIES/SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
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STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to visual arts.


ARTISTIC PERCEPTION	<p>Identify and discuss all the elements of art found in selected artworks (color, shape, line, texture, value, space, form)</p> <p>Describe the world using artistic terms (such as the elements of art)</p> <p>Analyze an artist's use of the element of art and the principles of design to convey an idea or feeling</p> <p>Demonstrate the ability to use appropriate artistic terms when describing their own artworks</p> <p>Identify interactions of the elements of art and principles of design as they contribute to the expressive qualities in an artwork</p>	<p>Locate and describe the art elements in art works</p> <p>Compare and contrast realistic and abstract art works using art elements as basis</p> <p>Create art work based on specific art element(s)</p> <p>Demonstrate expressive quality of art elements in student's art work</p>	<p>Art images</p> <p>Internet</p> <p>Posters/slides/transparencies</p> <p>Vocabulary lists</p> <p>Posters illustrating and defining the art elements</p> <p>Handouts on artists</p>	<p>Teacher observation of class discussions</p> <p>Address elements specifically in reflection</p> <p>Create and identify art elements in their own work</p>
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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in visual arts.				
CREATIVE EXPRESSION	<p>Develop and demonstrate a variety of techniques to create two dimensional and three dimensional work</p> <p>Create complex original works of art reflecting personal choices and increased technical skill</p> <p>Express moods and feelings in artwork through intentional choice of materials and processes</p> <p>Engage in expressive art experiences, gain personal insight and appreciation of student's accomplishments and the accomplishments of others</p>	<p>Demonstrate skill in observation and use of line in drawing</p> <p>Develop painting skills over time which include color mixing, application of color theories and variation in painting techniques</p> <p>Develop sculpture skills over time which include additive and subtractive techniques and surface decoration</p> <p>Create a variety of images which show real objects in new ways</p> <p>Portray a theme or idea in an artwork</p>	<p>Various drawing materials for works on paper including pencil, charcoal, chalk, pastel and pen and ink</p> <p>Various materials for painting including tempera, watercolor and brushes</p> <p>Clay, glazes, various sculpture tools and kiln for the production of sculpture in clay</p> <p>Vocabulary lists</p> <p>Reflection forms</p> <p>Practice sheets</p>	<p>Teacher assessment based on process, creativity and craftsmanship</p> <p>Student written reflection on work</p> <p>Class critique of art works based on the art elements and design principles utilized in the work</p> <p>Student, teacher portfolio review</p>

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	STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of visual arts.			
HISTORICAL AND CULTURAL CONTEXT	<p>Explore the role of visual arts in the history of human culture. Investigate themes and concepts in historical and contemporary periods and styles throughout the world</p> <p>Compare, contrast and analyze styles of art from a variety of times, places and cultures</p> <p>Explore visual arts in the context of history</p> <p>Apply the images, themes, styles or techniques in historical models to student's original artworks</p>	<p>Utilize a variety of resources (books, museum studies, and the Internet) to report on the art of various civilizations or cultures from ancient to modern times</p> <p>Identify, discuss and compare and contrast artworks from various periods, styles, and cultures from ancient times to the present</p> <p>Examine and discuss artwork created as a social comment or to protest social conditions</p>	<p>Various research materials including textbooks, library and computer with Internet access, slides and projector</p> <p>Posters, transparencies and other images</p>	<p>Rubric</p> <p>Teacher observation of class discussion</p> <p>Written test</p>

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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and making judgments about works of art.				
AESTHETIC VALUING	<p>Students are introduced to various criteria to use in assessing the qualities and merits of works of art</p> <p>Apply criteria when analyzing content and technique in works of art</p> <p>Discuss and describe various purposes for creating visual art</p> <p>Analyze and differentiate the form and content of works of art</p> <p>Students express ideas about art and give reasons for these preferences in works of art</p> <p>Students make critical judgements and determine the quality of visual artworks</p>	<p>Students develop and apply criteria for aesthetic judgement and criticism of their own work and the work of others</p> <p>Students will develop and apply skills in describing artwork, (2) analyzing works based on art elements and design principles, (3) interpret the work and (4) judge the work</p> <p>Students will identify the purposes for works of art</p>	<p>Various research materials including textbooks, library and computer with internet access</p> <p>Poster, and other art images</p>	<p>Teacher observation of class discussion</p> <p>Written reflections</p> <p>Class critique</p> <p>Written self critique</p>

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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in visual arts to learning in other art forms and subject areas and to careers.				
CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<p>Apply knowledge of visual arts across other disciplines (such as science, mathematics, language arts)</p> <p>Learn about a career as a professional artist as well as other art-related careers</p> <p>Demonstrate creativity in student's approach to problem solving</p> <p>Learn to manage time and to use materials efficiently</p> <p>Improves visual observation skills and communication skills</p>	<p>Students will apply skills from core disciplines to produce visual artwork</p> <p>Students identify careers in the visual arts and describe the way in which knowledge and skills learned apply toward future careers</p> <p>Students research and produce a written report on various careers in visual arts</p>	<p>Various visual arts materials as they apply to specific projects</p> <p>Various research materials including library and the Internet</p>	<p>Rubric</p> <p>Teacher observation of class discussion</p>