



ARLINGTON PUBLIC SCHOOLS VISUAL ARTS STANDARDS Grades 6-8

What every student should know

Benchmark	Grade 6	Grade 7	Grade 8	Essential Questions
<p style="text-align: center;">Methods and Materials</p> <p>Students will learn to use methods, tools and materials unique to the visual arts</p> <div style="text-align: center;">  </div> <p>1.5*, 1.6</p>	<p style="text-align: center;">for drawing & painting:</p> <p>learn to use the following tools: pencil, brushes, markers, watercolors, ink, paper and scissors draw landscapes, schematics, cartoons, utopian maps use plaster and clay in three dimensional project for bookmaking: bind sketchbooks and art journals</p>	<p style="text-align: center;">for drawing and painting,</p> <p>continue to develop skill using pencils, brushes, markers, chalk, watercolors, ink, paper and scissors practice advanced watercolor techniques: draw landscapes (outdoors); mixed media create detailed, expressive images in watercolor, acrylic and tempera paint draw 3 dimensional objects based on fundamental forms for sculpture and pottery, hand-form an Op-art sculpture in clay create a sculpture using pinch and slab methods create a plaster figure model a human figure in Pariscraft for bookmaking, Continue to bind sketchbooks and art journals for weaving create a self-portrait tapestry use hand decorated paper, cloth and yarn to express emotion for collage, create a collage and cut-paper paintings</p>	<p style="text-align: center;">for drawing and painting,</p> <p>paint with acrylics using appropriate tools: (brush & canvas) continue painting with watercolor create contour drawings create artwork using contour techniques draw 3-dimensional forms using shading draw portraits with correct proportions for collage, create strong images using a variety of materials for sculpture, create slab, pot and molded ceramics with appropriate decoration create a mask in plaster for bookmaking continue to bind sketchbooks and art journals</p>	<p>How does observing and creating art inspire us to “<i>be surprised into taking the time to look?</i>” (Georgia O’Keefe)</p>
<p style="text-align: center;">Elements and Principles</p> <p>Students will learn to use and understand the vocabulary of and apply the knowledge unique to the visual arts</p> <p>2.7, 2.8, 2.9, 2.10, 2.11</p>	<p>for color: study the color wheel, identify hues, values, shades, tints, tones, complementary, analogous and monochromatic colors for line: identify line through calligraphy, schematic studies and grids for texture: identify actual texture through the study of cave paintings, identify simulated texture through the study of cave paintings for shape: identify organic, geometric, positive and negative shapes; (collage) for space and composition: create a still life using the elements of basic perspective compare formal and informal balance</p>	<p>for color, study advanced concepts of color theory for line, create drawings using various lines in nature: for texture, continue to work with simulated texture for space and composition, create the appearance of space in a 2-dimensional create works that demonstrate dominance and focal point create artwork that uses pattern as a formal structure indicate motion in a sculpture compare formal and informal balance in a composition create a still life using advanced methods of perspective create the illusion of form in space through perspective create a landscape & a figure drawing</p>	<p>for color, continue to develop concepts of color theory: for line, create human figure drawings use contour line to study form for texture, create value studies to enhance concepts of light and shade create masks for space and composition, continue figure drawing create three dimensional drawings compare 2-dimensional shape and 3-dimensional form create compositions utilizing concepts of balance, repetition, rhythm, scale and proportion</p>	<p>How does creating and responding to art provide a means for artistic growth?</p>
<p style="text-align: center;">Observation, Abstraction and Invention</p> <p>Students will develop the skills of observation, abstraction (re-interpretation) and invention using diverse art materials</p> <p>3.14</p>	<p>create abstract designs & paintings draw portraits observe still lifes draw from direct observation draw human figure create 3-dimensional drawings using basic forms</p>	<p>draw from direct observation: portraits, still lifes and landscapes draw front & side view portraits draw figures using correct proportions</p>	<p>observe a single object and create a sequential, multi-media two dimensional artwork draw portraits and figures from observation draw organic and man-made forms that exist in still-life and landscapes use drawing techniques to create abstract designs continue to abstract and transform observed objects into art work including graphic design</p>	
<p style="text-align: center;">Creating, Responding and Revising</p> <p>Students will gain critical and aesthetic understanding in order to create, respond to, and revise works of art</p> <p>3.14, 4.6, 5.16</p>	<p>create commercial art that sells ideas and products create artwork from sketches and designs evaluate own artwork and that of peers</p>	<p>generate ideas through free drawing and constructing tell and illustrate stories through art respond & evaluate their own artwork and that of others articulate emotional response to art defend artwork when appropriate develop skill in giving constructive criticism to others</p>	<p>create artwork from sketches and designs create 2 and 3-dimensional artwork from sketches and designs observe and describe artwork identifying elements and principles create narrative artworks</p>	
<p style="text-align: center;">Historical and Cultural</p> <p>Students will develop insight into their own growth as artists and audience members</p> <p>3.5</p>	<p>connect arts to scientific fields: study of light, patterns in nature study artwork relating to historical movements (Renaissance, Industrialism, Cyberspace) compare and contrast fine and applied arts: painting: advertisement; industrial design: architecture recognize and create an impressionistic painting create a “pop art” sculpture and recognize its importance in our culture learn the influence of Asian Art, Cubism, and the 20th/21st centuries on art</p>	<p>connect the study of Alaska with art of the Inuit associate examples of fine art with art projects gain further understanding of the role of artists in society create detailed artwork utilizing scientific knowledge of animals, insects, fish, plants, trees, habitats and varying environments</p> <div style="text-align: center;">  </div>	<p>continue to connect arts to scientific fields compare and contrast fine and applied arts (industrial design: architecture) will learn the different cultural representations of the human face and form create drawings based on diverse cultures learn how modern technology has affected art and its materials learn about African art (primitivism) and Native American art (masks)</p>	

(*) Refers to Massachusetts Arts Curriculum Frameworks Standards