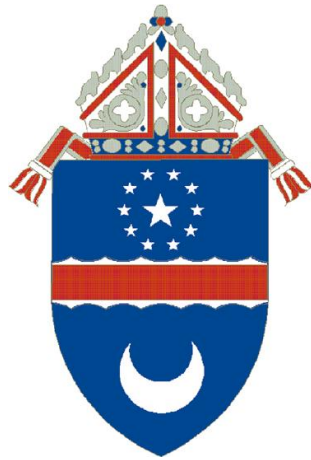


# ART CURRICULUM



# DIOCESE OF ARLINGTON

Revised June 2017



June 2017

Dear Teachers:

These Fine Art Guidelines are the new guidelines that should be implemented for the 2017-2018 school year. I am grateful to the art teachers who willingly served on the Art Curriculum Review Committee. They have spent a year looking at national art standards as well as state and local information. They have pieced that information together with their knowledge and experience to develop a curriculum that reflects the development of children, art and our faith.

It is recognized that resources vary from school to school. It is the committee's thought that the guidelines are general enough that all concepts should be covered though the depth of the coverage may vary from school to school depending on the teacher and the resources available. Examples are given as suggestions to spark your creativity and not meant as requirements.

The Curriculum Review Committee hopes these guidelines will assist you in your day to day activities with the students. May God continue to bless you and your creative work with the students of the Arlington Diocese.

In Christ,

Diane Elliot  
Special Services Coordinator

June 2017

Examples are given as suggestions and not meant as requirements.

## **Visual Art - Kindergarten**

The standards for kindergarten, first and second grades serve as building blocks for further visual arts instruction. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade. Students will learn that art is a personal expression, has value, teaches us about other times and places. It is also important for students to begin to develop an art vocabulary and fine motor skills. Students will understand that their works of art are unique and valuable as self-expression.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.K.1. Demonstrate safety and stewardship of materials
- A.K.2. Identify and use the elements of art
  - A.K.2.a. Color – Primary and secondary
  - A.K.2.b. Line – Vertical, horizontal, diagonal, straight, curved, thick, thin, zigzag
  - A.K.2.c. Shape – Geometric (circle, square, triangle, rectangle and oval)
  - A.K.2.d. Space – Near, far, top, bottom, center, side, front, back, left and right
  - A.K.2.e. Texture – Identify various visual and tactile textures (*Example: rubbing plates*)
- A.K.3. Identify and use the principles of design
  - A.K.3.a. Pattern – Identify and create pattern.
- A.K.4. Paint
  - A.K.4.a. Use simple color mixing (secondary colors)
- A.K.5. Develop the use of crayon, pencil, brush, scissors and glue
- A.K.6. Develop 3-D motor skills -such as pinching, pulling, squeezing, twisting, pounding, rolling & folding

### **Creative Expression**

**Students should be encouraged to incorporate their own unique style and elements in their artwork to emphasize their individuality and avoid “cookie cutter art work”**

- A.K.7. Create a work of art based on:
  - A.K.7.a. the Catholic faith
  - A.K.7.b. a social or cultural event

- A.K.7.c. service to a community (*Example: cards for a nursing home, veterans, etc.*)
- A.K.8. Create a:
  - A.K.8.a. self portrait
  - A.K.8.b. landscape
  - A.K.8.c. still life
  - A.K.8.d. abstract work of art
- A.K.9. Use masterpieces as inspiration to create a work of art
- A.K.10. Use pre-planning to initiate creative process (*Example: sketches*)
- A.K.11. Discuss artistic choices made in the creation of your artwork

### Art Heritage

- A.K.12. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: halos indicate saints*)
- A.K.13. Identify the purposes for making art
- A.K.14. Discuss the concept that all cultures make art

### Aesthetic Judgment

- A.K.15. Use age appropriate art vocabulary to:
  - A.K.15.a. Recognize the elements of art in an artwork
  - A.K.15.b. Look at, describe, and respond to works of art
  - A.K.15.c. Discuss emotions and experiences in relation to works of art (*Example: emojis*)
  - A.K.15.d. Identify works of art as still life, portrait or landscape
- A.K.16. Identify artists as - - painters, sculptors, illustrators, graphic designers

Examples are given as suggestions and not meant as requirements.

## Visual Art – 1<sup>st</sup> Grade

The standards for kindergarten, first and second grades serve as building blocks for further visual arts instruction. Students will learn that art is a personal expression, has value, teaches us about other times and places. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade.

The standards for grade one continues to emphasize that the visual arts are about ideas. Students will continue to build on their existing art vocabulary. Art production focuses on increased communication, self-expression and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### Skills

- A.1.1. Demonstrate safety and stewardship of materials
- A.1.2. Identify and use the elements of art
  - A.1.2.a. Color – Primary, secondary, warm, cool
  - A.1.2.b. Shape – Geometric, introduce organic
  - A.1.2.c. Space – Horizon line, size variation
  - A.1.2.d. Recognize size relationships big, small, near and far
  - A.1.2.e. Texture – Create implied or actual texture in a work or art (*Example: collage*)
- A.1.3. Identify and use the principles of design
  - A.1.3.a. Pattern – Alternating, repeating-
- A.1.4. Refine 3D motor skills

### Creative Expression

**Students should be encouraged to incorporate their own unique style and elements in their artwork to emphasize their individuality and avoid “cookie cutter art work.”**

- A.1.5. Create a work of art based on:
  - A.1.5.a. the Catholic faith
  - A.1.5.b. a social or cultural event

- A.1.5.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.1.6. Create works of art inspired by:
  - A.1.6.a. Literary sources (*Example: bible, fairy tales, myths, poems and folktales*)
  - A.1.6.b. Use masterpieces/famous works as inspiration to create a work of art
- A.1.7. Create a 3D work of art (*Example: use curl, pleat, and fringe paper sculpture techniques*)
- A.1.8. Identify architecture as a type of art (*Example: warm/cool cities, house drawings*)
- A.1.9. Use thumbnail sketches to initiate creative process
- A.1.10. Discuss artistic choices made in the creation of your artwork

### Art Heritage

- A.1.11. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: dove as a symbol of the Holy Spirit, or lilies as the symbol for Mary*)
- A.1.12. Understand works of art belong to particular cultures, historical times and places
- A.1.13. Identify American cultural symbols (*Example: flag, bald eagle*)

### Aesthetic Judgment

- A.1.14. Use age appropriate art vocabulary to:
  - A.1.14.a. Recognize the elements of art in a work of art
  - A.1.14.b. View works of art and describe similarities and differences between them
  - A.1.14.c. Discuss the reasons why works of art have value
  - A.1.14.d. Recognize that viewers have different responses to works of art
  - A.1.14.e. Recognize emotions communicated in works of art
- A.1.15. Learn about careers in the visual arts

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 2<sup>nd</sup> Grade**

The standards for kindergarten, first and second grades serve as building blocks for further visual arts instruction. Students will learn that art is a personal expression, has value, teaches us about other times and places. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade.

The standards for grade two will focus on the acquisition of ideas for art making. Students will acquire ideas from their own experiences, their school, religious beliefs, the environment and other cultures. Students will express these ideas using and increasing variety of art materials, skill techniques, and processes.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.2.1. Demonstrate safety and stewardship of materials
- A.2.2. Identify the elements of art
  - A.2.2.a. Color – Color wheel, monochromatic
  - A.2.2.b. Form – 3-D forms: cube, cylinder, sphere, pyramid, cone
  - A.2.2.c. Line – Expressive
  - A.2.2.d. Shape – Compare, contrast and identify geometric and organic shapes.
  - A.2.2.e. Space – Foreground, middle ground and background
  - A.2.2.f. Texture – Identify texture in works of art - visual and actual/tactile
  - A.2.2.g. Value – Tint (add white to a color) shade (add black to a color)
- A.2.3. Identify and use the principles of design
  - A.2.3.a. Balance – Introduce balance, bilateral symmetry (*line of symmetry is studied in math at this grade*)
- A.2.4. Paint
  - A.2.4.a. Use tint and shade
- A.2.5. Draw
  - A.2.5.a. 3D forms--Use overlapping to suggest space and depth (*Example: still life with 3D object*)

### **Creative Expression**

**Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter art work.”**

- A.2.6. Demonstrate self expression by creating a work of art based on:

- A.2.6.a. the Catholic faith
- A.2.6.b. a social or cultural event
- A.2.6.c. architecture
- A.2.6.d. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.2.7. Create a 3-D work of art (*Example: paper sculpture house with tab and slit or origami house*)
- A.2.8. Create a geometric structure (*Example: pipe cleaners, straws, etc*)
- A.2.9. Depict objects in proportion
- A.2.10. Create a simple print (*Example: fork prints, apple halves, relief prints, Styrofoam plates, etc.*)
- A.2.11. Use literary sources to generate ideas
- A.2.12. Use a historical or geographical theme to create a work of art (*Example: Mexico/Canada*)
- A.2.13. Use masterpieces/famous works as inspiration to create a work of art
- A.2.14. Use thumbnail sketches to initiate creative process
- A.2.15. Discuss artistic choices made in the creation of your artwork

### Art Heritage

- A.2.16. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: Da Vinci's Last Supper (see Catholic icing.com)*)
- A.2.17. Identify symbols from various cultures (*Example: Canada, Mexico*)

### Aesthetic Judgment

- A.2.18. Use age appropriate art vocabulary to:
  - A.2.18.a. Respond to an artwork emphasizing the elements of art
  - A.2.18.b. Express opinions about works of art
  - A.2.18.c. Describe the emotions and opinions evoked by works of art
- A.2.19. Learn about careers in the visual arts



**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 3<sup>rd</sup> Grade**

The standards for grades three, four and five emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self- assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.3.1. Demonstrate safety and stewardship of materials
- A.3.2. Identify and use the elements of art
  - A.3.2.a. Color – Complimentary
  - A.3.2.b. Space – Positive and negative, spatial relationships, atmospheric perspective
- A.3.3. Identify and use the principles of design
  - A.3.3.a. Balance – Symmetry vs. asymmetry
- A.3.4. Drawing
  - A.3.4.a. Gesture drawing, drawing an action (*Example: stick figures*)
  - A.3.4.b. Introduce facial and figure proportion
  - A.3.4.c. Create the appearance of depth by drawing distant objects smaller and with less detail than near objects

### **Creative Expression**

**Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”**

- A.3.5. Demonstrate self-expression by creating a work of art based on:
  - A.3.5.a. the Catholic faith
  - A.3.5.b. a social or cultural event
  - A.3.5.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.3.6. Create a 3D non-objective work of art (*Example: study Alexander Calder, create a paper sculpture stabile, pipe cleaner sculpture with Styrofoam base or twisted paper sculpture*)
- A.3.7. Use masterpieces/famous works as inspiration to create a work of art
- A.3.8. Use thumbnail sketches to initiate creative process

A.3.9. Discuss artistic choices made in the creation of your artwork

### Art Heritage

A.3.10. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art  
(*Example: Pysanka egg drawing, advent wreath collage, rosary drawing or sculpture*)  
Refer to Religion curriculum.

A.3.11. Discuss symbolism of color in art (*Example: purple represents royalty, white flag for neutrality and brown represents the earth*)

### Aesthetic Judgment

A.3.12. Use age appropriate art vocabulary to:

A.3.12.a. Respond to an artwork emphasizing the elements of art and the principles of design

A.3.12.b. Discuss the artistic process

A.3.12.c. Examine the relationship between beauty and function in art

A.3.12.d. Distinguish between abstract and realistic art

A.3.13. Explore careers in the visual arts

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 4<sup>th</sup> Grade**

The standards for grade three, four and five emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self- assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

The standards for grade four will continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Cross- curricular activities may emphasize the events and environment of Virginia from Colonial times to the present.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.4.1. Demonstrate safety and stewardship of materials
- A.4.2. Identify and use the elements of art
  - A.4.2.a. Color – Hue, intensity, monochromatic
  - A.4.2.b. Form – Depict a 3D object
  - A.4.2.c. Texture – Create texture in artwork (*Example: rubbing plates*)
- A.4.3. Identify and use the principles of design
  - A.4.3.a. Pattern – Create repeating patterns using translation (slide), reflection (flip) and rotation (turn) (*Example: tessellations, Colonial quilts*)
- A.4.4. Painting
  - A.4.4.a. Use value to depict depth (*For example, atmospheric perspective*)
- A.4.5. Drawing
  - A.4.5.a. Use overlapping, placement, and shading, to create the illusion of depth
  - A.4.5.b. Observe and render the details of real, three-dimensional objects with a high degree of accuracy (*Example: wrinkles in cloth, texture or mortar between bricks, ridges in bark*)

### **Creative Expression**

***Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”***

- A.4.6. Demonstrate self-expression by creating a work of art based on:
  - A.4.6.a. the Catholic faith
  - A.4.6.b. a social or cultural event

- A.4.6.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.4.7. Use thumbnail sketches to initiate creative process
- A.4.8. Create a work of art using themes, ideas and art forms from the past (*Example: colonial times*)
- A.4.9. Create a 3D work of art (*Example: 3D colonial paper house sculpture, Native American coil pottery and/or paper quilling*)
- A.4.10. Use masterpieces/famous works as inspiration to create a work of art
- A.4.11. Create an abstract work of art
- A.4.12. Discuss artistic choices made in the creation of your artwork

### Art Heritage

- A.4.13. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art
- A.4.14. Understand the importance of arts, crafts and artists in colonial America
- A.4.15. Recognize the influence of classical architecture in Virginia.

### Aesthetic Judgment

- A.4.16. Use age appropriate art vocabulary to:
  - A.4.16.a. Respond to an artwork emphasizing the elements of art and the principles of design
  - A.4.16.b. Distinguish between abstract, representational and non-objective works of art
  - A.4.16.c. Discuss how artists use space to create a more interesting composition
  - A.4.16.d. Discuss how personal experiences influence responses to works of art
- A.4.17. Explore careers in the visual arts (*Example: explore colonial artist professions that provided a source of necessary income: potters, blacksmith, architects, tailor/seamstress, printer, silversmiths .)*

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 5<sup>th</sup> Grade**

The standards for grade three, four and five emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self- assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

The standards for grade 5 will enable students to use their knowledge and skill to produce and respond to works of art. Cross curricular activities may relate to social studies world geography. Students will gain fluency in using and understanding the elements of art and principles of design.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.5.1. Demonstrate safety and stewardship of materials
- A.5.2. Identify and use the elements of art
  - A.5.2.a. Line -- suggestive, implied, contour
  - A.5.2.b. Space – Use atmospheric perspective
  - A.5.2.c. Value – Create a black/white, and color value scales
  - A.5.2.d. Use highlight, value and shadow accurately according to light source
  - A.5.2.e. Form – Use one point perspective to depict form
- A.5.3. Identify and use the principles of design
- A.5.4. Painting
  - A.5.4.a. Use color value to create depth (*Example-atmospheric perspective*)
- A.5.5. Drawing
  - A.5.5.a. Use value to create texture, use value to shade
  - A.5.5.b. Draw objects from a variety of perspectives (*Example: directly beneath, bird's eye view*)

### **Creative Expression**

***Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”***

- A.5.6. Demonstrate self-expression by creating a work of art based on:
  - A.5.6.a. the Catholic faith
  - A.5.6.b. a social or cultural event

- A.5.6.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.5.7. Create a work of art which reflects the art or architecture of another culture
- A.5.8. Use masterpieces/famous works as inspiration to create a work of art
- A.5.9 Use thumbnail sketches to initiate creative process
- A.5.10. Create a 3D work of art (*Example: Boruca Mask sculpture with patterned paper or papier mache*)
- A.5.11. Discuss artistic choices made in the creation of your artwork

### Art Heritage

- A.5.12. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art
- A.5.13. Compare art, artifacts, and architecture of other cultures with our own
- A.5.14. Discuss characteristics of art from various cultures and periods (*Example: Pre-Columbian, Central American, South American, African, European, Australian, Asian, Middle Eastern, and North American*)
- A.5.15. Identify the influences of historic events on subject matter and media in works of art

### Aesthetic Judgment

- A.5.16. Use age appropriate art vocabulary to:
  - A.5.16.a. Critique an artwork emphasizing the elements of art and the principles of design
  - A.5.16.b. Discuss a work of art in relationship to its historical, cultural and functional context (*Example: masks, pottery baskets, textiles etc.*)
- A.5.17. Explore careers in the visual arts (*Example: explore art careers around the world that provide income such as potters, weavers, painters, etc.*)

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 6<sup>th</sup> Grade**

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade. Students will understand the factors that distinguish artistic styles and the role of art in culture; students will determine how artists convey meaning through the use of forms, media and symbols. Students should begin to evaluate the effects of various influences on the visual arts.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.6.1. Demonstrate safety and stewardship of materials
- A.6.2. Identify and use the elements of art
  - A.6.2.a. Color: transparent and opaque (*Example: watercolor sunset with a transparent sky and opaque silhouette.*)
- A.6.3. Identify and use the principles of design
- A.6.4. Drawing
  - A.6.4.a. Use shading to create the illusion of 3D form in a 2D work of art (*Example, Greek columns*)
- A.6.5. Create a radial design with symmetry (*Example: rose windows, mandalas*)

### **Creative Expression**

***Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”***

- A.6.6. Demonstrate self-expression by creating a work of art based on:
  - A.6.6.a. the Catholic faith
  - A.6.6.b. a social or cultural event
  - A.6.6.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.6.7. Use visual memory skills to produce a work of art
- A.6.8. Utilize mythical characters as a means of expression in works of art (*Example: draw a composite creature such as a unicorn, griffin, mermaid*)
- A.6.9. Identify and use symbols in a work of art

- A.6.10. Use thumbnail sketches to initiate creative process
- A.6.11. Use masterpieces/famous works as inspiration to create a work of art
- A.6.12. Create a 3D work of art
- A.6.13. Discuss artistic choices made in the creation of your artwork

### Art Heritage

- A.6.14. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art
- A.6.15. Discuss works of art in terms of cultural and religious meaning
- A.6.16. Compare art, architecture and artifacts of a past culture with that of the present time
- A.6.17. Identify components of an artist's style; including materials, design, methods, and subject matter
- A.6.18. Identify the contributions of artists to society (*Example: manuscripts, calligraphy, tapestries, stained glass windows*)

### Aesthetic Judgment

- A.6.19. Use age appropriate art vocabulary to:
  - A.6.19.a. Critique an artwork emphasizing the elements of art and the principles of design
  - A.6.19.b. Discuss the ways art can be persuasive
  - A.6.19.c. Demonstrate appropriate vocabulary for Art Criticism
  - A.6.19.d. Discuss the ideas and emotions expressed in works of art
  - A.6.19.e. Identify the steps of the creative art processes
- A.6.20. Explore careers in the visual arts
- A.6.21. Recognize the role of creativity in the modern workplace. (*Examples: robotics, engineering etc.*)



**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 7<sup>th</sup> Grade**

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade.

The standards for grade seven continue to emphasize exploration, analysis and investigation of the creative process. Students will develop technical skills that empower them to communicate ideas visually, identify art styles and periods to which those styles belong. Students will develop an awareness of the meaning and value of works of art.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.7.1. Demonstrate safety and stewardship of materials
- A.7.2. Identify and use the elements of art
  - A.7.2.a. Color: arbitrary (*Example: Franz Marc - Fauves movement*)
- A.7.3. Identify and use the principles of design
- A.7.4. Drawing
  - A.7.4.a. Use one-point perspective to create the illusion of depth
  - A.7.4.b. Draw from observation three-dimensional objects from different points of view  
(*Example: Cubism mixed media collage with drawings from different points of view cut and pasted into one final image.*)
- A.7.5. Painting
  - A.7.5.a. Use watercolor techniques such as wet-on-wet, wet-on-dry and dry brush
- A.7.6. Printmaking
  - A.7.6.a. Create a two color print
- A.7.7. Collage
  - A.7.7.a. Use two or more types of media in a single two-dimensional artwork

### **Creative Expression**

***Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”***

- A.7.8. Demonstrate self-expression in creating works of art based on:
  - A.7.8.a. the Catholic faith

- A.7.8.b. a social or cultural event
- A.7.8.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.7.9. Create a work of art that communicates ideas and/or emotions (*Example: Edvard Munch The Scream*)
- A.7.10. Create the illusion of movement in works of art (*Example: Op Art drawings*)
- A.7.11. Create illusion of depth in works of art using a variety of techniques (*Example: watercolor landscape painting*)
- A.7.12. Discuss artistic choices made in the creation of your artwork
- A.7.13. Use masterpieces/famous works as inspiration to create a work of art (*Example: Cubist style paintings with study of Picasso*)
- A.7.14. Create a 3D work of art (*Example: subtractive sculpture with study of Christ the Redeemer statue*)

### Art Heritage

- A.7.15. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: the Christ the Redeemer Statue in Brazil, Our Lady of Guadalupe*)
- A.7.16. Explore how factors of time and place influence the visual characteristics of art- (*Examples: 60's op & pop art*)
- A.7.17. Identify and analyze art and architecture from various world cultures, periods and civilizations
- A.7.18. Describe how religious, social and cultural beliefs can influence responses to works of art
- A.7.19. Identify major art movements and influential artists.

### Aesthetic Judgment

- A.7.20. Use age appropriate art vocabulary to:
  - A.7.20.a. Critique an artwork emphasizing the elements of art and the principles of design
  - A.7.20.b. Identify themes and symbols in works of art
  - A.7.20.c. Identify the processes artists use to create works of art (*Example: DaVinci's notebooks*)
- A.7.21. Explore careers in the visual arts: recognize the role of creativity in the modern workplace. (*Examples: website design, video design*)

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 8<sup>th</sup> Grade**

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade.

The standards in grade eight focus on the synthesis and application of previously learned concepts. The students will be able to apply more complex technical skills and manipulate the elements of art and principles of design, art media, and ideas. Students will acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.8.1. Demonstrate safety and stewardship of materials
- A.8.2. Further expand and develop the use of the elements of art and the principles of design
- A.8.3. Drawing-
  - A.8.3.a. Create value through stippling, hatching and cross hatching
- A.8.4. Use mixed media
  - A.8.4.a. Students should use their own knowledge of at least 2 types of media to create a 2D work of art
- A.8.5. Painting
  - A.8.5.a. Use advanced painting techniques *(for example-Use watercolor techniques: adding other materials to wet paint, such as rubbing alcohol and salt)*
- A.8.6. Sculpture
  - A.8.6.a. Students should use their own knowledge of materials to create a 3D work of art
- A.8.7. Printmaking
  - A.8.7.a. Use advanced printmaking techniques and/or processes *(Example: multiple prints on one page, printmaking combined with other media or screen printing)*

## Creative Expression

***Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”***

- A.8.8. Demonstrate self-expression in creating works of art based on:
  - A.8.8.a. the Catholic faith (*Example: modern cathedral design with the study of Cathedral Architecture*)
  - A.8.8.b. a social or cultural event
  - A.8.8.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.8.9. Identify and analyze the use of typography in graphic arts (*Example: printing a logo design for a local company, calligraphy*)
- A.8.10. Emphasize artistic processes including idea development, production and reflection to achieve final art solutions in personal works of art by documenting preparations and rough drafts
- A.8.11. Use masterpieces/famous works as inspiration to create a work of art
- A.8.12. Discuss artistic choices made in the creation of your artwork (*Example: Create authentic solutions for a real design need such as create a logo design for a new school club or design a t-shirt for a fundraiser*)
- A.8.13. Express personal identity through a work of art

## Art Heritage

- A.8.14. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: cathedral layout footprint is a cross with the altar always in the east, Analyze Our Lady of Guadalupe-stars on her robe relate to constellations, color of her sash*)
- A.8.15. Discuss religious, social, cultural and historical context in relation to a work of art
- A.8.16. Discuss ways art can be persuasive (*Example: Paintings done during the Civil War were used to inform citizens in the way that television and Internet are used today. How did Our Lady of Guadalupe help convert the native peoples of Mexico?*)
- A.8.17. Identify styles and themes in works of art from specific historical times and places
- A.8.18. Discuss the characteristics and benefit of public art and monuments (*Example: students can come up with an idea for a public work of art for their school after viewing examples of public art.*)
- A.8.19. Identify major art movements and influential artists in the 20th & 21st centuries

## Aesthetic Judgment

- A.8.20. Use age appropriate art vocabulary to:

- A.8.20.a. Critique an artwork emphasizing the elements of art and the principles of design
  - A.8.20.b. Critique personal work and the work of others
  - A.8.20.c. Discuss and analyze the purpose, value and meaning of works of art
  - A.8.20.d. Explore and identify subjects, themes and symbols as they relate to meaning in works of art
- A.8.21. Explore careers in the visual arts: recognize the role of creativity in the modern workplace (*Example: medical technologies, medical devices*)