

North Kitsap School District
Essential Academic Learning Requirements
SECONDARY VISUAL ART

GRADES 7-8

Essential Learning 1: The student understands and applies arts knowledge and skills.

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	✓ Benchmark 2: Explains and applies the concepts of visual art, dance, theatre and music using arts vocabulary <ul style="list-style-type: none"> • Combines art elements for expressive purposes. • Creates sculptural forms. • Identifies and demonstrates how line and value define form and space. • Identifies color attributes: hue, value and intensity. • Uses spatial devices to depict depth/distance (e.g., atmospheric perspective). • Applies color attributes to define form and space. • Identifies and demonstrates a use of art elements for expressive purposes. 	Uses 2 dimensional design to depict depth and space: <ul style="list-style-type: none"> • Shading and values showing highlights and shadows • Burnishing with color pencil work • Perspective landscapes, using vanishing points • Color and shading in landscape, separating foreground, mid-ground and background • Color theory • Applies color and line to express mood and emotions 	Art department rubric. Applies elements through a variety of media. Exhibit proficient understanding of basic terms.	✓ Landscapes. ✓ Still life. ✓ Fauvism and Expressionism prints. ✓ Expressionist self-portrait.

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1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	✓ Benchmark 2: Explains and applies the concepts of visual art, dance, theatre, and music using arts vocabulary <ul style="list-style-type: none"> • Uses proportion to analyze size relationships in an artwork. • Uses emphasis in an artwork (e.g., to create a focal point). • Creates realistic, non-objective, and abstract works of art. • Identifies and applies the art principles of emphasis, movement, balance, proportion, repetition, and harmony, and variety in creating unified compositions. • Balances forms. 	<ul style="list-style-type: none"> • Create design using the principles of design with shapes and colors: <ul style="list-style-type: none"> - balance - movement - repetition - pattern - variety - unity • Use of proportion for: <ul style="list-style-type: none"> - portraits - figurative art - symmetrical designs • Three dimensional design using principles of design in a variety of media: <ul style="list-style-type: none"> - plaster - clay 	Art department rubrics. Communicate the principles of design directly through the creative process. Pottery rubrics. Understands and is in control of the clay medium.	✓ Mandalas. ✓ Shoes on parade – applying objects to create a theme. ✓ Portraits. ✓ Artist McEscher’s patterns. ✓ Symmetrical watercolor design. ✓ Apply pattern on slab projects. ✓ Apply coil patterns and repetition to coil pot.

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1.2 Develop arts skills and techniques.	✓ Benchmark 2: Develop arts skills and techniques <ul style="list-style-type: none"> • Uses spatial devices (e.g., one point perspective). • Demonstrates the use of value and texture in drawing. • Uses exaggeration and simplification. • Presents work for display (e.g., centers, mounts/ mats). 	<ul style="list-style-type: none"> • Sketchbook drawings of images drawn from life. • Creates depth, using value, perspective, and color. • Raised design. • Subtractive techniques: <ul style="list-style-type: none"> - relief carving - foam, linoleum. • Simplify and exaggerate drawing. • Select art for display. 	Art rubric. Sketchbook improvement sheet.	<ul style="list-style-type: none"> ✓ Perspective city. ✓ Pattern mask. ✓ Printmaking. ✓ Contour drawings. ✓ Cartoons. ✓ Matting artwork.
1.3 Understands and applies arts styles from various artists, cultures, and times.	✓ Benchmark 2: <ul style="list-style-type: none"> • Applies techniques from various artists, cultures, and/or times. • Transfers understandings from one artistic style to a larger group of artworks. 	<ul style="list-style-type: none"> • Study large movements in art history and apply to projects: <ul style="list-style-type: none"> - portraits – Realism, Expressionism, Cubism - landscapes – Impressionism, Expressionism, photography - masks - paper, clay - of various cultures • Discuss the elements of an art work that groups them together: <ul style="list-style-type: none"> - Impressionism and the study of light - Fauvism and color - Realism - Nouveaux - Abstract expressionism - Surrealism 	Understands the differences between artists and movements. Produce art influenced by art movements.	<ul style="list-style-type: none"> ✓ Art history prints. ✓ Portraits. ✓ Landscapes. ✓ Cultural masks. ✓ Paintings.

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<p>1.4 Applies audience skills in a variety of arts settings and performances.</p>	<p>√ Benchmark 2:</p> <ul style="list-style-type: none"> • Understands and demonstrates the relationship and interactive responsibilities of the artists/performer and audience. • Articulates how audience conventions and responsibilities differ according to style and culture. 	<ul style="list-style-type: none"> • Visit museums, galleries, exhibitions and other arts events. • Performing and producing art according to audience and culture: <ul style="list-style-type: none"> - instillation art - children’s book / cartoon illustration - political cartoon 	<p>The art is appropriate for the audience.</p> <p>Student responds appropriately to setting.</p>	<p>√ Visit museums, galleries, exhibitions and other arts events.</p>

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Essential Learning 2: The student demonstrates thinking skills using artistic processes.

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Reflects for the purpose of elaboration and self-evaluation • Refines work based on feedback • Presents work to others 	✓ Benchmark 2: Develops work using a creative process with instructor assistance <ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process. 	<ul style="list-style-type: none"> • Create artwork using decisions based on: <ul style="list-style-type: none"> - basic knowledge - media - methods and techniques - tools and materials • Reflects, critiques, and improves own student work: <ul style="list-style-type: none"> - improvements on skill and technique - experiments with medium • Refines work with instructor’s guidelines. • Judges, analyzes, critiques own work and makes proper decisions to refine. • Project presentation, matting and framing. 	Applies elements and principles of design knowledge into own work. Is in control of the medium. Knowledge of tools and equipment, care and use. Demonstrates understanding of artistic problem solving, analysis and reflection process.	✓ Theater design. ✓ Study various cultures for cultural mask. ✓ Study various artists to create artwork in specified artist’s style. ✓ Impressionist landscape. ✓ Studying culture and environment to create travel poster. ✓ Sketchbook assignments. ✓ Drawing outside of the classroom. ✓ Produce artworks for other content areas: -history, culture fair -language -math -science, Science Fair project

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<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 	<p>√ Benchmark 2: Develops work using a performance process with instructor assistance</p> <ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a performance process. 	<ul style="list-style-type: none"> • Production process: <ul style="list-style-type: none"> - sketchbook, brainstorm - research, identify audience and requirements - organization - quality - choices (decisions) - problem solving - expression - exhibition • Evaluates and improves work on own, and under direction of instructor. • Prepares work for presentation: <ul style="list-style-type: none"> - selection - matting/framing - set up for 3 dimensional display - exhibit works for others 	<p>Shows improvement.</p> <p>Problem solving.</p> <p>Research.</p> <p>Presentation holds view's attention.</p> <p>Powerful and compelling artwork.</p> <p>Contributes to a publication, contest, or exhibition.</p>	<ul style="list-style-type: none"> √ Fieldwork. √ Sketchbook drawings. √ Art shows. √ Art contests. √ School and community exhibition.

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2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	✓ Benchmark 2: Applies previously learned arts concept, vocabulary, skills, and techniques through a responding process <ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process. 	<ul style="list-style-type: none"> • Portfolio reflection. • Uses verbal interpretation of a piece of music to create a visual representation of the same piece. • Verbally describe, analyze, interpret, and evaluate performing and visual arts in various cultures and communities. 	Student knows and understands vocabulary and uses it correctly in specific areas. Participates in discussion and critiques.	✓ Written and verbal reflection of artwork. ✓ Choose artwork for Student Led Conference. ✓ Critique.
Essential Learning 3: The student communicates through the arts.				
To meet this standard the student will:				
3.1 Uses the arts to express and present ideas and feeling.	✓ Benchmark 2: <ul style="list-style-type: none"> • Expresses ideas and feelings through the arts in a variety of styles. • Describes use and misuse of pre-existing artistic works to communicate. 	<ul style="list-style-type: none"> • Applies elements and principles of design to express emotion and ideas. • Able to describe process of artwork and defend reasoning for selection and presentation. • Understanding of gathering ideas, and process of ideas (influence vs. copying artwork, the use and misuse of art). • Uses own interpretation of styles. • Portfolio presentation. 	Understands process of ideas to influencing artwork vs. copying artwork.	✓ Travel poster. ✓ Impressionism landscape in oil pastel. ✓ Impressionism painting.

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3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> √ Benchmark 2: • Creates and/or performs an artwork to communicate for a selected purpose with instructor assistance. • Analyzes how the deliberate use of artistic elements communicates for a specific purpose. 	<ul style="list-style-type: none"> • Student reflects purpose of art and presentation and applies appropriate elements and principles of design. • Decide who the audience is, and select art elements specific for appropriate age, culture. • Study how culture and events influences art. • Subjects and themes. • Cultural style. 	<p>Understands and expresses his or her role in the community/culture.</p> <p>Utilizes appropriate elements for a specific purpose.</p>	<ul style="list-style-type: none"> √ Written reflection . √ Political and propaganda art. √ Advertising project.
3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> √ Benchmark 2: • Analyzes how cultural and historical perspectives influence personal aesthetic criteria. 	<ul style="list-style-type: none"> • Self-reflect on how outside elements influence own personal style: <ul style="list-style-type: none"> - media – television, music - current events - personal life events - art history - world cultures - medium choice / preference-pencil, paints, clay - youth art • Study art history and artists and their influences. 	<p>Researches and incorporates influence into own artwork.</p> <p>Understands and expresses how outside elements influence own work.</p>	<ul style="list-style-type: none"> √ Social activities. √ Visiting museums or galleries. √ Study various artists and their place in history, and their influence on art. <ul style="list-style-type: none"> -Andy Warhol and Pop Art. -Currier & Ives & news. -Current news. -Frieda Khalo- personal experiences. -Marc Chagall- emotions.

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Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.				
To meet this standard the student will:				
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4.1 Demonstrates and analyzes the connections among the arts disciplines.	✓ Benchmark 2: <ul style="list-style-type: none"> • Compares and contrasts attributes of personal artwork with other arts disciplines. • Analyzes an arts presentation that integrates two or more arts disciplines. 	<ul style="list-style-type: none"> • Discuss the connection of visual, and performing art (theater, music, dance). 	Identifies and discusses the connections within the art disciplines.	✓ Attending a performing art production. ✓ Participate in art festivals. ✓ Stage production.
4.2 Demonstrates and analyzes the connections between the arts and other content areas.	✓ Benchmark 2: <ul style="list-style-type: none"> • Explains relationships between, and integrate the skills within the arts and other content areas. 	<ul style="list-style-type: none"> • Apply skills to other subject areas, disciplines and life: <ul style="list-style-type: none"> - literature - science - history - math - yearbook 	Identifies and discusses the connections between the disciplines.	✓ Illustrations to stories. ✓ Math and sciences – drafting, gridding, Science Fair. ✓ History-Culture Fair.

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4.3 Understands how the arts impact lifelong choices.	✓ Benchmark 2: <ul style="list-style-type: none"> • Analyzes how the arts impact choices in natural and constructed environments, as well as economic choices. 	<ul style="list-style-type: none"> • Discuss how art impacts people’s choices in advertisement using elements and principles of design. • Consumer impact. • Art design in: <ul style="list-style-type: none"> - fashion - political cartoons • Produce art appropriate to the environment. 	Make sound choices as consumers and explain process. Understands environmental influence on design.	✓ Peer review of advertising design projects. ✓ Create a new product and package design to influence consumers. ✓ Critique advertising designs in magazines. ✓ Architectural design. ✓ Landscaping design. ✓ Illustration.
4.4 Understands that the arts shape and reflect culture and history.	✓ Benchmark 2: <ul style="list-style-type: none"> • Compares and contrasts specific attributes of artworks that reflect culture and history. 	<ul style="list-style-type: none"> • Name specific artworks in the world that reflect history. • Art reflects historical events: <ul style="list-style-type: none"> - political (Picasso, Goya, Rivera, Caumier) - social and culture (graffiti, pop art) - recording historical events - architectural • Art reflects individuals or communities: <ul style="list-style-type: none"> - body art - fashion 	Discusses and analyzes work of artists from different cultures throughout history.	✓ Produce art reflecting on historical or current event.

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4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	✓ Benchmark 2: <ul style="list-style-type: none"> • Describes work habits and skills needed for careers in the arts and applies these habits and skills in the assumption of arts careers and practices. • Explains and analyzes how art skills and knowledge are used in the world of work. 	<ul style="list-style-type: none"> • Exploring careers in art: <ul style="list-style-type: none"> - fine arts – 2 and 3 dimensional design - visual communications (web design, advertising) - sceneography (set, costume, makeup, lighting for theater) - animation - jewelry - architecture and landscaping - art education - gallery/museum curator • Discuss: <ul style="list-style-type: none"> - proper studio practices - preparation and presentation of portfolio - work success practices • Preparing art for the career: <ul style="list-style-type: none"> - meeting deadlines - self-starting - working with others - evaluates work under constructive criticism - actively participates in discussion - producing art under specific guidelines 	Makes connections between class and career. Identifies his/her role in the culture and community. Demonstrates knowledge of art careers.	✓ Artists in the community. ✓ Guest lecturers. ✓ Artist in Residence. ✓ Student creates portfolio.