DesMoines PUBLIC SCHOOLS

Think. Learn. **Grow.**

Middle School (Grades 6-8) Visual Arts Curriculum Guide

2019-2020

Middle School Visual Arts Curriculum Guide

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Foreword The curriculum in this document is based on the National Core Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

Definition of the Visual Arts

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. —*National Art Education Association*

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How to use this document:

This curriculum guide is *not…*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed clusters and topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals**. You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model, common task banks and district-wide common formative assessments are being generated during the 2014-2015 and 2015-2016 school years.

Des Moines Public Schools Educational Philosophy

Vision

Becoming the model for urban education in the United States.

Mission Statement

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

Student Expectations

Students demonstrate proficiency and understanding of a rigorous core curriculum:

- They demonstrate proficiency in reading, writing, speaking and listening
- They demonstrate proficiency in mathematics, including algebra and geometry
- They demonstrate financial and economic literacy
- *They demonstrate an understanding of the value of fine and performing arts in society*
- *They demonstrate proficiency in technological and information literacy*
- They demonstrate proficiency in science, including life, earth and physical science

Students possess the knowledge and skills to be self-directed and autonomous:

- *They demonstrate critical thinking and problem solving skills*
- *They exercise sound reasoning in making complex choices*
- *They exhibit creative, innovative and entrepreneurial thinking*
- *They understand the attributes of physical and mental well-being*

Students have world awareness:

- *They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community*
- *They understand the rights and obligations of citizenship at local, state, national, and global levels*
- *They are actively engaged in community life*
- *They will be exposed to languages and cultures of the world*

- **Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts**
  - o Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
  - o Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
  - o Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
  - o Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

- **Effective Components of an Educational Studio Program**
  - o Demonstrations of artistic techniques and uses of media
  - o Opportunities for practice, experimentation, and refinement based on effective feedback
  - o Support for divergent thinking and multiple learning outcomes
  - o A rich and robust variety of visual references
  - o A variety of critique and response formats
  - o Introductions to and expectations for use of appropriate art vocabulary
  - o Connections among artists, careers, and art in everyday life and communities
  - o An organizational system for storage and disbursement of materials and tools
  - o Clear and maintained expectations for art room safety, cleaning, and classroom procedures
  - o Integrations and connections with other content areas
  - o Displays of various student works within the school and the community

- **Topics, Grades 6-8**
  - o **Creating**
  - o **Connecting**
  - o **Responding**

Document Structures

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales. The outline below serves to define the various elements of the curriculum structure.

- **Learning Topic – The Overarching Concept**
  - Definition of the topic.
  - National Standards alignments – those most closely related to the overarching concept.
    - Anchor Standard: *Anchor standards define the expectations for students entering college and careers, and provide the foundation for the K-12 visual arts standards.*
    - Enduring Understanding: *Statements summarizing important ideas and core processes that are central to visual arts and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying visual arts.*
    - Essential Questions: *Organizing questions to set the focus for lessons or units. They are the initiators of creative and critical thinking.*

Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	**Exceeding Standard**	I have demonstrated deep understanding that goes beyond the learning goal
3	**Meeting Standard**	I have met the learning goal
2	**Developing Toward Standard**	I have the foundational skills and knowledge for the learning goal and I am almost there
1	**Insufficient Progress**	The evidence I have submitted shows I have a long way to go to reach the learning goal
0/M	**No evidence of student understanding in submitted work OR Missing – student has not submitted evidence**	I have not submitted evidence of learning for the learning goal

For more information on district assessment and grading practices, please refer to the Grading Practices website http://grading.dmschools.org/teacher-resources.html

6th-8th: Creating

|		
4 ▲		*In addition to scoring a 3.0, the student demonstrates in-depth inferences and applications that go beyond the learning goal.*
3 🔒		❖ **Generate and conceptualize artistic ideas and work.** ➤ Document early stages of the creative process visually and/ or verbally in traditional or new media (VA: Cr1.1.8a) ➤ Develop criteria to guide making a work of art or design to meet an identified goal. (VA: Cr1.2.7a) ❖ **Organize and develop artistic ideas and work.** ➤ Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (VA: Cr2.1.6a) ➤ Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats. (VA:Cr2.2.7a) ➤ Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (VA:Cr2.3.7a)
2 ➕		*Students demonstrate they have the ability to:* ❖ **Use Elements and Principles of Design in Original Artworks** ❖ **Identify and Describe Elements and Principles of Design in Original Artworks and Artworks of Others**
1 ✖		*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Enduring Understandings:

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
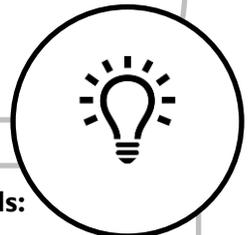
Cognitive Complexity of Learning Goals:

   A. Knowledge Utilization
   B. Knowledge Utilization

6th–8th : CONNECTING

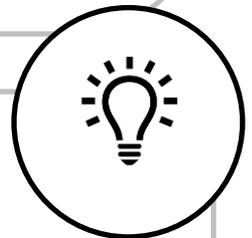|	
4 ▲	*In addition to scoring a 3.0, the student demonstrates in-depth inferences and applications that go beyond the learning goal.*
3 🔒	❖ **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** ➢ Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. (VA: Cn11.1.7a)
2 ➕	*Students demonstrate they have the ability to:* ❖ **Use Elements and Principles of Design** ❖ **Identify and Describe Elements and Principles of Design**
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Enduring Understandings:

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Cognitive Complexity of Learning Goals:

   A. Analysis

6th–8th: RESPONDING

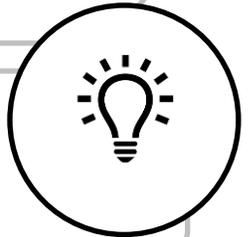|	
4 △	*In addition to scoring a 3.0, the student demonstrates in-depth inferences and applications that go beyond the learning goal.*
3 🔒	❖ **Interpret intent and meaning in artistic work.** ➤ Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. (VA: Re9.1.7a)
2 ➕	*Students demonstrate they have the ability to:* ❖ **Identify and Describe Elements and Principles of Design**
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*
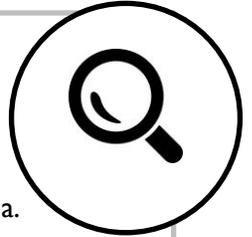
Enduring Understandings:

People evaluate art based on various criteria.

Essential Questions:

How does one determine criteria to evaluate a work of art? How and why criteria vary? How is a personal preference different from an evaluation?

Cognitive Complexity of Learning Goals:

A. Analysis

Topic	1 Insufficient Progress	2 Developing Toward Standard	3 Meeting Standard	4 Exceeding Standard
Creating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	*Students demonstrate they have the ability to:* ❖ Use Elements and Principles of Design in Original Artworks ❖ Identify and Describe Elements and Principles of Design in Original Artworks and Artworks of Others	❖ **Generate and conceptualize artistic ideas and work.** ➢ Document early stages of the creative process visually and/ or verbally in traditional or new media. (VA: Cr1.1.8a) ➢ Develop criteria to guide making a work of art or design to meet an identified goal. (VA: Cr1.2.7a) ❖ **Organize and develop artistic ideas and work.** ➢ Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. ➢ (VA: Cr2.1.6a) ➢ Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats. (VA:Cr2.2.7a) ➢ Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (VA:Cr2.3.7a)	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Connecting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	*Students demonstrate they have the ability to:* ❖ Use Elements and Principles of Design ❖ Identify and Describe Elements and Principles of Design	❖ **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** ➢ Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. (VA: Cn11.1.7a)	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Responding	Student's performance reflects insufficient progress towards foundational skills and knowledge.	*Students demonstrate they have the ability to:* ❖ Identify and Describe Elements and Principles of Design	❖ **Interpret intent and meaning in artistic work.** ➢ Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. (VA: Re9.1.7a)	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

Common Vocabulary Terms

Common vocabulary for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

Required Terms	Recommended Terms
- Line - Shape - Forms - Space - Color - Texture - Balance - Emphasis - Movement - Pattern - Repetition - Proportion - Rhythm - Variety - Unity - Composition - Perspective - Craftsmanship - Portfolio - Technique - Context - Media - Critique	- Horizontal - Vertical - Diagonal - Geometric - Organic - Length - Width - Depth - Negative Space - Positive Space - Hue - Value - Intensity - Primary - Secondary - Tertiary - Complimentary - Surface - Scale - Symmetry - Asymmetry - Contrast - Focal Point - Symbol - Mood - Harmony

Elements of Art

The elements of art are the building blocks used by artists to create a work of art.

Line is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.

Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.

Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.

Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.

Color is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).
- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the *color wheel* (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.

Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.

Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.

Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.

Pattern is the repeating of an object or symbol all over the work of art.

Repetition works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.

Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.

Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.

Unity is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.

Education
The J. Paul Getty Museum

Four-Step Critical Analysis Process

- **Step 1: Describe – *What do you see?***
  - Credit line information such as title, artist, date created, size, medium, location, genre.
  - What do you see in the art work? Use objective observations and identification skills. All descriptions must be observable facts.
  - EXAMPLE: "*Starry Night,* Vincent Van Gogh, 1832…I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc…."

- **Step 2: Analyze—*How is the work organized?***
  - Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
  - EXAMPLE: "The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer's eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc…."

- **Step 3: Interpret – *"What is the artist saying?"***
  - Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else's.
  - Answer the question, "I think_____, because I see _____."
  - EXAMPLE: "I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the some colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc…."

- **Step 4: Judge – *"Is this a successful piece of art?"***
  - Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you've discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
  - Answer this questions, "I think this work is (not) successful because _____."
  - EXAMPLE: "I think this work is successful because it the colors and lines are organized in an interesting, swirly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc…."