

Georgia Performance Standards

Fine Arts

Grades 6-8 Visual Arts Introduction

The Middle School Grades 6-8 Visual Arts Standards are designed so that they can be compacted to serve a brief course of instruction or they may be expanded for delivery to a semester or longer. While the Visual Arts can make a significant contribution to a child's continuing cognitive and emotional growth, not all students take art at the middle school level. The art teacher may have students for one term or multiple terms. Middle school art teachers must adapt to a wide range of abilities in a single classroom. To meet the needs of a wide range of students, art should be taught by a certified visual arts specialist with training in curriculum and pedagogy.

Art is an important means of self-expression, self-reflection, and the creation of personal identity. The Georgia Performance Standards for Visual Art builds opportunities for students to develop in affective, academic, and social ways through the explorations of visual media in their own art making and increasingly rigorous inquiry into art history, contemporary art making and cultural contexts. The standards guide development of the students' technical skills and higher-order thinking. Aesthetic understanding, imagination, creativity, problem-solving, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines are important aspects of these standards.

Form and content cannot be separated. How something is said or done shapes the content of the experience. Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

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GRADE 8

VISUAL ARTS

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others (National Standards 2 & 3).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art. (Evidence may be documented through mapping, diagrams, journal-keeping, brain-storming lists, project development, and dialogue.)

VA8MC.1 Engages in the creative process to generate and visualize ideas.

- a. Uses elements of art and principles of design to expand imagination and develop meaningful ideas.
- b. Visualizes unique ideas and formulates artistic concepts to expand the imagination using a variety of approaches (e.g., mental and visual imagery, brainstorming lists, visual journals, sketches, art resource collections, discussions).
- c. Engages imagination to enhance fluency, flexibility, and elaboration in the visualization of ideas.

VA8MC.2 Identifies and works to solve problems through authentic engagement (thinking, planning, and experimenting) with art methods and materials, exploring the nature of creativity.

- a. Discovers and independently defines and reflects on artistic problems related personal interests.
- b. Employs multiple problem-solving strategies to develop a variety of solutions to artistic problem; evaluating the merits of each.
- c. Engages in open-ended inquiry and solves artistic problems through discussion and respectful interaction with peers.
- d. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.

VA8MC.3 Demonstrates how artists create and communicate meaning in artworks.

- a. Identifies, discusses, and analyzes aspects (e.g., common themes, symbols, values, and/or intentions) found in a variety of art works through spoken, written, or visual presentations.
- b. Gathers information and ideas by purposefully observing, comparing, contrasting, and analyzing selected art works.
- c. Studies contemporary and/or historical works of art to determine influences that shaped the development of the work.
- d. Recognizes and evaluates how artists choices (e.g., material selection, techniques, tools, styles, use of visual elements and principles) shape and communicate meaning.

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VA8MC.4 Participates in aesthetic dialogue about his or her artwork and artwork of others.

- a. Makes personal responses (verbal and/or visual) to artistic questions. (e.g., What can I learn from looking at, or “reading” works of art? What role does empathy play in art making and viewing? What is the role of care in creating a successful work of art? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my choices as an artist affect my experience in creating a work of art? How do my techniques and choices influence the outcome of my work? How do I demonstrate craftsmanship in my work, and why is that important? How do my choices as an artist affect the experience of other people when they look at my work? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)
- b. Participates in open-ended discussions of art topics as a respectful member of a group.
- c. Formulates and supports a position about a work of art and changes or defends that position after considering views of others.
- d. Reflects on how personal experiences in community, culture, and the world inform one’s work as an artist.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and cultures (National Standard 4).

Description: The student recognizes the impact of art throughout history and within different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA8CU.1 Discovers how the creative process relates to art history.

- a. Identifies and analyzes universal themes, symbols, and ideas from diverse past and present cultures and interprets how factors of time and place (climate, resources, ideas, politics, and technology) influence meaning of artworks.
- b. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and development of their vision.
- c. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.
- d. Recognizes the unique contributions of past and/or present artists, art periods and movements, including but not limited to contemporary/historical art forms and Georgia artists (e.g., Regional Art, Folk Art, Cherokee and Creek cultures).
- e. Synthesizes influences from art history into personal art making.

VA8CU.2 Investigates and discovers personal relationship to community, culture, and world through making and studying art.

- a. Investigates how forms and styles of visual and /or media arts are found in own community.
- b. Articulates ideas and universal themes from diverse cultures of the past and present.
- c. Reflects upon personal artistic contributions in relationship to the community and the world at large.
- d. Participates in activities (e.g., discussion, reading, writing, art making, dramatizations, art events) that promote personal engagement in the study of art history and culture.

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RESPONSE and PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital.

VA8PR.1 Engages in art making process with care and craftsmanship.

- a. Explores the properties of art materials and various techniques/processes in preparation for art making.
- b. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free; thoughtfully from sketchbook ideas or carefully considered plans).
- c. Uses thumbnail sketches and visual/verbal notes to plan compositions.
- d. Uses tools and materials with craftsmanship (e.g. with care in a safe and appropriate manner).
- e. Intermittently revises projects as needed throughout the creative process.

VA8PR.2 Creates artwork reflecting a range of concepts, ideas, subject matter.

- a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events and/or pop culture).
- b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.
- c. Develops and uses original visual metaphors in artwork to convey meaning.
- d. Works directly with materials in a variety of ways (e.g. intuitive, spontaneous and free, thoughtfully from sketchbook ideas or carefully considered plans).
- e. Selects specific media and processes to express moods, feelings, themes, or ideas.
- f. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).

VA8PR.3 Produces an array of two-dimensional and three-dimensional artistic processes and techniques using a variety of media and technology.

- a. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective, scale drawing) to convey meaning and idea.
- b. Produces original two-dimensional artworks using a variety of media.
- c. Examines, explores, and demonstrates understanding of basic color theory to create visual effects and communicate ideas.
- d. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
- e. Develops three-dimensional artworks from materials such as clay, *papier-mache*, plaster, wood, wire, found objects and/or combinations of materials.

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VA8PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop and preserve ideas in order to produce works of art.

- a. Collects and synthesizes inspirational images, words, thoughts and ideas.
- b. Maintains instructional information, consults resources, takes, and makes notes.
- c. Practices techniques using a variety of media and tools.
- d. Composes preliminary sketches and drafts.
- e. Revises and reflects on journal content (e.g., ideas, sketches, techniques/skills, use of elements/principles, notes, media processes).

VA8PR.5 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Analyses own projects and revises them as needed.
- c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes, proficiency in craftsmanship and technical skills, and the development of an emerging personal style.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. The student applies art concepts to reflect upon and interpret his or her work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism.

VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.
- b. Evaluates personal works using multiple criteria.
- c. Develops skills to provide informational feedback to peers on work in process as a member of a community of learners.
- d. Provides respectful and constructive criticism to peers in formal class critiques.
- e. Provides respectful and constructive criticism to peers in class critiques.
- f. Analyzes artworks based on the ways technique, media, and composition are used to communicate meaning.
- g. Evaluates and explains how selected principles of design and elements of art are used in an artwork to express purpose and how they affect personal response to that artwork.

VA8AR.2 Reflects and expands the use of visual language throughout the artistic process.

- a. Reflects on ideas and artistic practice through journal-keeping, essay and other written response.
- b. Uses language of art to reflect on the meaning conveyed in a work of art.

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- c. Uses technology, mapping and visual organizers during the reflection process
- d. Justifies verbal responses and/or visual presentations.
- e. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, mood/feeling, and /or intentions presented by the artist.
- f. Revises artwork based on input from critique process.
- g. Self-evaluates work in progress and completed work using criteria such as composition, craftsmanship, technical skill, meeting goals of work and progress over time.

VA8AR.3 Plans and presents appropriate exhibition(s) for work(s) of art.

- a. Prepares art for presentation.
- b. Mounts or mats finished works in a visually pleasing manner.
- c. Prepares and exhibits artwork, including a written statement that communicates purpose, meaning, and/or intent.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor by deriving inspiration for art from a variety of content areas. The student informs his or her study and production of art by integrating information and skills from other areas of knowledge and academic disciplines. Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VA8C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes connections to other subjects that help expand art knowledge and /or skills.
- b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the creation and interpretation of artworks.
- c. Integrates themes, ideas and concepts from variety of disciplines as inspiration for artwork.

VA8C.2 Develops fluency in visual communication.

- a. Reads about, writes, listens to, responds to, speaks about and views information related to art. (Reading Across the Curriculum).
- b. Integrates information and skills from art into other subject areas to support personal learning.
- c. Identifies and describes trends in the visual arts and communicates how the issues of time, place and culture are reflected in selected works.
- d. Interprets visual message of images found in various works of art and /or communication media (e.g., video, advertisements, book covers, CD/DVD covers, posters) and produces a visual and/or verbal response.
- e. Utilizes informational text (online journals, periodicals and other visual/text sources) to communicate art ideas.

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VA8C.3 Expands knowledge of art as a profession and/or avocation and develops personal life-skills through artistic endeavor.

- a. Collects information about a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators, photographer, typographer, illustrator).
- b. Identifies skills and educational requirements necessary to pursue visual arts professions.
- c. Develops art skills and habits of mind that support a variety of important human endeavors (e.g., higher-order thinking, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity, imagination).