

# 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 6

### VISUAL ARTS

Visual art builds opportunities for self-reflection and the creation of individual identity. Transitioning through pre-adolescence with increasing independence, and social awareness, students benefit from structure that allows room for exploration and development of personal expression.

#### MEANING and CREATIVE THINKING

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

**Description:** The student develops creativity, critical-thinking, perceptual awareness, and problem-solving skills. The student considers essential questions of art, engages in aesthetic dialogue, and makes efforts to construct meaning in the study of art.

VA6MC.1 Engages in the creative process to generate and visualize ideas.

- a. Visualizes new ideas by using mental and visual imagery.
- b. Formulates and composes a series of ideas using a variety of resources (e.g., imagination, personal experience, social and/or academic interests, books, Internet, popular culture). Evidence may be documented through diagrams, journal-keeping, sketches, brain-storming lists, collections of art resources, and conversation.
- c. Explores essential questions, big ideas, or themes in personally relevant ways.

VA6MC.2 Identifies and works to solve visual problems through creative thinking, planning, and/or experimenting with art materials, tools and techniques.

- a. Demonstrates problem-solving skills by experimenting with different ideas, materials, or techniques.
- b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.
- c. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.
- d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas.

VA6MC.3 Interprets how artists communicate meaning in their work.

- a. Discusses common themes found in a variety of art works of past and/or present artists.
- b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.

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- c. Identifies and analyzes the artists' ideas, symbols, values, themes and/or intentions within artworks through spoken, written, or visual form.
- d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

VA6MC.4 Engages in dialogue about his or her artwork and the artwork of others.

- a. Provides personal response (e.g., spoken, written, or visual) to a work of art using the language of art.
- b. Participates in open-ended discussion, and supports peers through informal assessment of idea development and works of art in progress.
- c. Explores essential questions related to the study of art. (e.g., How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or "reading", works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art? How do my choices as an artist affect the experience of other people when they look at my art? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)

### CONTEXTUAL UNDERSTANDING

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

**Description:** The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA6CU.1 Discovers how the creative process relates to art history.

- a. Recognizes the unique contributions of past and present artists, art periods, and movements.
- b. Identifies and analyzes images which showcase universal themes, symbols, and ideas from diverse past and present cultures.
- c. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and in the development of one's own vision.
- d. Recognizes varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture and history.

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VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.

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

### PRODUCTION and RESPONSE

The student creates artworks by applying media, techniques, and processes to formulate and to express his or her own 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 technology. The student should be engaged in a well-rounded studio experience.

VA6PR.1 Understands and applies media, techniques, and processes.

- a. Produces original two-dimensional artworks using a variety of media (e.g., pencils, markers, pastels, water-based paint, printmaking materials, collage material, photographic materials, and electronic media).
- b. Develops a variety of drawing skills (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.
- c. Produces three-dimensional artworks (e.g. ceramics, assemblage, carving, mask, installation, and other forms) using selected materials (e.g., clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber, textile and/or combinations of these media) and techniques.
- d. Develops awareness of the properties of art materials in preparation for art making.
- e. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).
- f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
- g. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).

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VA6PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.

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

VA6PR.3 Incorporates an understanding of the language of art (elements and principles of design) to develop and organize own ideas, resolve specific visual arts problems, and create works of art.

- a. Organizes art elements (e.g., space, line, shape, form, value, color, texture) using the principles of design (e.g., contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) to compose artworks.
- b. Creates artwork reflecting a range of concepts, ideas, and subject matter by incorporating specific elements or principles.

VA6PR.4 Keeps a visual/verbal sketchbook journal to collect, develop and preserve ideas in order to produce works of art.

- a. Collects and explores inspirational images, words, thoughts and ideas.
- b. Maintains instructional information, consults resources, and creates 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, notes, media processes).

### 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 own work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism.

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VA6AR.1 Develops and maintains an individual portfolio of artworks.

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

VA6AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- a. Acquires a range of approaches using a variety of thinking strategies to understand and critique works of art using a variety of thinking strategies.
- b. Evaluates personal art works using multiple criteria.
- c. Develops skills to provide formal or informal feedback to peers on work in process as part of a community of learners.
- d. Provides respectful and constructive criticism to peers in informal or formal class critiques.
- e. Explains how selected principles of design and elements are used in an artwork to convey meaning and how they affect personal response to that artwork.

VA6AR.3 Reflects and expands and expands use of visual language throughout the artistic process.

- a. Writes a personal reflection about a work of art in a journal, essay, or other written response that captures the felt meaning of a work of art.
- b. Reflects upon meaning conveyed by principles of design and elements of art discussing how these contribute to the merit of a work of art.
- c. Uses technology and/or visual organizers during the reflection process.
- d. Analyzes and interprets artworks through thoughtful discussion or written response considering themes, ideas, moods, or intentions presented by the artists.
- e. Revises artwork based on input from the critique process.

VA6PR.4 Plans and participates in appropriate exhibition(s) of artworks.

- a. Writes a title that describes his or her finished work of art.
- b. Writes an artist's statement by reflecting on finished artwork.
- c. Chooses artwork to be displayed.
- d. Participates in art exhibits in the school and/or local community.

## CONNECTIONS

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

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

VA6C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections expanding upon and applying art skills and knowledge to enhance personal learning.
- b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of artworks.
- c. Integrates themes, ideas and concepts from variety of disciplines.

VA6C.2 Develops fluency in visual communication.

- a. Reads, writes, listens to, responds to, speaks about and views information related to art (e.g., reading across the curriculum).
- b. Integrates information and skills from art into other areas of knowledge and academic disciplines, (e.g., math, reading, English Language Arts, social studies, science, performing arts, physical education, technology, connections, and other programs within and beyond the middle school environment), using art to enhance other areas of learning.
- c. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.
- d. Utilizes informational text (e.g., online journals, periodicals) to communicate art ideas.

VA6C.3 Expands knowledge of art as a profession and/or avocation.

- a. Identifies and discusses design in daily life (e.g., buildings, clothing, furniture, automobiles, advertising).
- b. Identifies skills and educational requirements necessary to pursue visual arts professions (e.g., fine artists, designers, art educators, architects, animators).
- c. Discusses how study in art benefits one's future as a vocation: (e.g., making, collecting, and volunteering); art-related careers; and/or non-art careers and life skills.
- d. Identifies and builds art skills and habits of mind that support a variety of careers (e.g., higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, and creativity).