

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 7

VISUAL ARTS

Visual art continues to build opportunities for self-reflection, and exploration of ideas. Students benefit from structure that acknowledges personal interests and develops individual identity. Social awareness, concern for personal appearance and peer relationships gain importance.

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 considers essential questions of art, engages in aesthetic dialogue, and makes efforts to construct meaning as he or she encounters in the study of art.

VA7MC.1 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

- a. Uses imagination and the elements and principles of design to shape meaningful works of art.
- b. Visualizes new ideas using mental and visual imagery.
- c. Explores essential questions, formulates unique ideas and concepts using creative thinking and problem-solving skills (e.g., using visual organizers, diagrams, visual journals, brain-storming lists, art resources, and in discussions).

VA7MC.2 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

- a. Uses art media to independently explore, discover and reflect on personal identity, interests, motivations and themes.
- b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.
- c. Demonstrates understanding of the relationship between creativity and problem-solving using a variety of problem-solving strategies to generate more than one solution for an artistic problem.
- d. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.
- e. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.

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VA7MC.3 Interprets how artists create and communicate meaning in and through their work.

- a. Identifies, discusses and analyzes common themes, symbols, values and/or intentions found in a variety of art works of past and/or present artists in a variety of ways (spoken, written, or visual).
- b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.
- c. Recognizes and evaluates how artists choose and use materials, visual elements,/principles, styles, techniques and tools to shape and communicate meaning.
- d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

VA7MC.4 Participates in dialogue about his or her artwork and the artwork of others.

- a. Writes, reflects upon, and revises personal answers to artistic essential questions (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?).
- b. Participates in open-ended discussion, and supports peers through informal, on-going assessment of idea development and works of art in progress.
- c. Formulates and supports a position about a work of art and changes or defends that position after considering the views of others.
- d. Reflects on how personal experiences in community, culture, and the world inform the work of 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.

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VA7CU.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 own vision.
- c. Recognizes the unique contributions of past and present artists, art periods, and movements (e.g., Asian regions, African regions).
- d. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.
- e. Synthesizes influences from art history into personal art making.

VA7CU.2 Investigates and discovers personal relationship to community, culture, and world through creating and studying art.

- a. Examines how forms and styles of visual and media arts are found in own community.
- b. Articulates ideas and universal themes from diverse cultures of the past and/or present.
- c. Recognizes the relationship between personal artistic contributions and one's 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 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 complete 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. Students should be engaged in a well-rounded studio art experience.

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VA7PR.1 Understands and applies media, techniques, and processes with care and craftsmanship.

- a. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free, thoughtfully from sketchbook ideas or carefully considered plans).
- b. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).
- c. Explores various techniques/processes as well as the properties of art materials in preparation for art making (e.g., drawing, painting, mixed-media, printmaking, sculpture, digital art, fiber arts, ceramics, photography, technology based art works, graphic design).
- d. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.
- e. Produces original two-dimensional artworks for intended purpose, using a variety of media (e.g., pencils, markers, pastels, water-based paints, printmaking materials, photographic/electronic media).
- f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
- g. Produces works of art that demonstrate knowledge of various styles of art (realism, formalism, abstraction).
- h. Understands and practices safe and appropriate handling of art materials and tools.

VA7PR.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. 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.

VA7PR.3 Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art.

- a. Purposefully selects and manipulates elements of art and applies principles of design in the development of two-dimensional and three-dimensional works of art.
- b. Applies color theory (e.g., color schemes, relationships, properties) to create visual effects and communicate ideas.

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VA7PR.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 inspirational images, words, thoughts, and ideas.
- b. Maintains notes and class information.
- c. Plans artwork, practices techniques.
- d. Uses thumbnail sketches and visual/verbal notes to plan compositions.
- e. Evaluates effective use of the Principles of Design within one's own work.

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.

VA7AR.1 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Analyzes and evaluates 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 over time.

VA7AR.2 Critiques personal artworks as well as artwork of others using visual the 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. Provides respectful and constructive criticism to peers in informal and formal class critiques.
- d. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.
- e. Explains how selected principles of design and elements of art are used in an artwork to convey meaning and how they affect personal response to that artwork.
- f. Analyzes artworks based on the ways technique, media, style and composition are used to convey meaning.
- g. Presents work in a group setting for formal/informal evaluation.

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VA7AR.3 Reflects and expands the 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 of a work of art.
- b. Reflects upon meaning conveyed through 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 reflective process.
- d. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, moods and/or intentions presented by the artists.
- e. Revises artwork based on input from the critique process.
- f. Evaluates own artwork using criteria (e.g., composition, craftsmanship, technical skill, meeting goals of work, creativity, felt meaning, progress over time).

VA7AR.4 Plans and presents appropriate exhibition(s) for work(s) of art.

- a. Prepares own artwork to be exhibited in the classroom and in the school community.
- b. Mounts or mats finished works in a visually pleasing manner.
- c. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
- d. Attends 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).

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, such as math, reading, English Language Arts, social studies, science, performing arts, physical education, and connection programs.

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.

VA7C.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. Integrates themes, ideas, and concepts from a variety of disciplines/subjects.
- c. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of artworks.

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VA7C.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. Interprets the felt outcome or meaning of images found in various works of art/communication media (e.g., video, advertisements) and produces a visual and/or verbal response.
- d. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.
- e. Utilizes informational text (e.g., online journals, periodicals, print or non-print) to communicate art ideas.

VA7C.3 Expands knowledge of art as a profession and/or avocation and increases personal life-skills through artistic endeavor.

- a. Identifies and researches skills and educational requirements for a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators).
- b. Identifies and builds 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).