

**White Plains City School District**

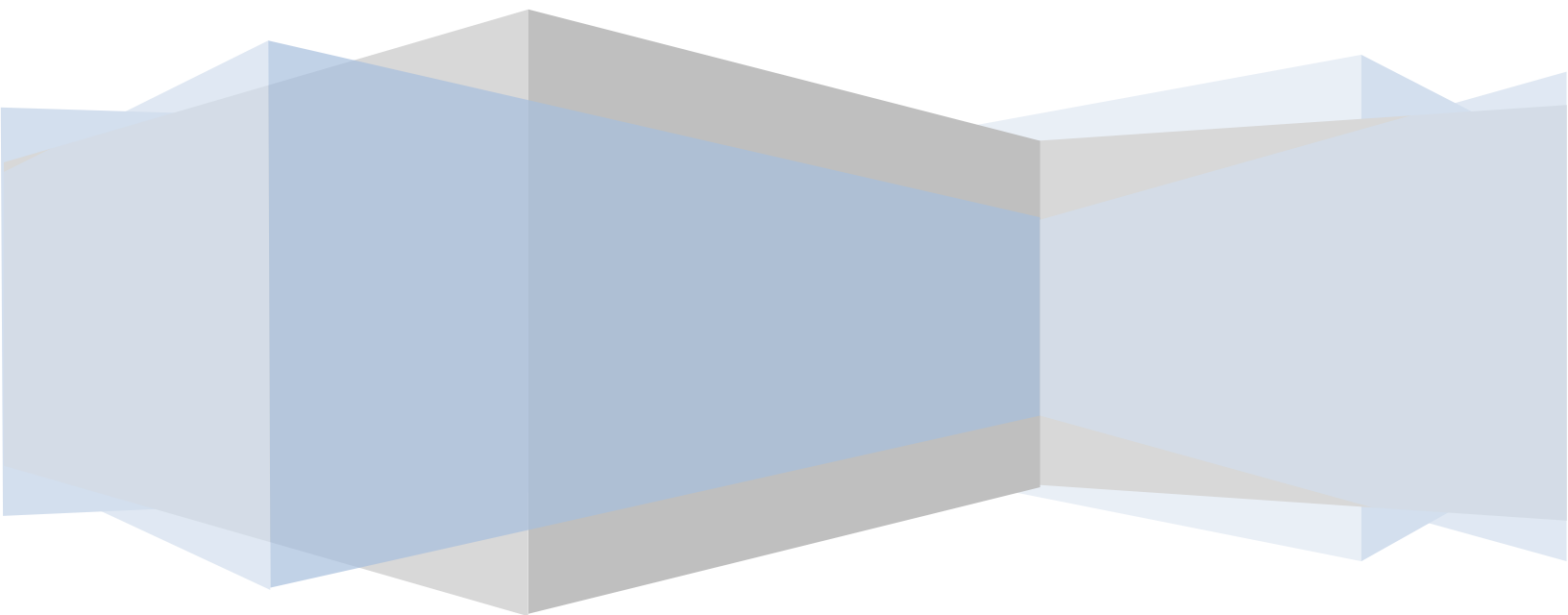
*White Plains, NY*

*Fine Arts Department*

*Gary West, Director of Fine Arts K-12*

# **Middle School Visual Arts Learning Outcomes**

**Created by the White Plains Middle School Visual Arts Teachers in the  
2010-11 School Year and Revised Regularly**



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WHITE PLAINS, NY  
Fine Arts Department

**6<sup>th</sup> Grade Visual Arts – Learning Outcomes**

**I. Creating, Performing, and Participating in the Arts**

Students will be able to...

1. Use line, shape, color and/or texture to apply simple patterns into compositions
2. Create a variety of patterns that establish a sense of rhythm and movement
  - Examples: Tessellations, pressed metal, optical illusions, clay relief
3. Create 3D forms using additive and subtractive processes using clay tools (fettling knife, loop, and carving), wire, and/or wood
  - Examples: creatures, totem poles, tiles, mobiles
4. Create a composition integrating color and value
5. Blend colors using a variety of materials (paint, craypas, pastels, crayon, and/or pencil
  - Examples: landscapes, portraits, abstract design

**II. Knowing and Using Arts, Materials, and Resources**

Students will be able to...

6. Intentionally choose appropriate technology tools to create digital media using the following software: Photoshop elements, Microsoft Publisher, Glogster, Microsoft paint, and/or Inspiration
  - Examples: photo collage, surrealism, timelines, digital self portraits, graphic organizers
7. Use art materials appropriately in the art room.
  - Sample Materials: Crayons, markers, pencils, clay, clay tools, scissors, paint, brushes, wire, computers
8. Select from the following digital and periodical resources to assist in the creative process  
Self selected teacher picture files, student picture file, magazines, posters, digital archives, comic books, and/or museum sites (MOMA, MET, National Gallery, Guggenheim, Whitney, New Museum, Museum of Folk Art, Studio Museum of Harlem, International Center of Photography, El Museo Del Barrio, Museum of Cartoon Art)

**III. Responding to and Analyzing Works of Art**

Students will be able to...

9. Observe, analyze, interpret, and judge a work of art by participating in class critique
10. Recognize the elements of design in prominent artwork from history.
  - Examples: self assessment through verbal and written analysis, class critiques

**IV. Understanding the Cultural Dimensions and Contributions of the Arts**

Students will be able to...

11. Create artwork that reflects the historical contribution of visual art from other cultures

12. Create a piece of art that uses symbolism to reflect cultural identity and reinforce the sixth grade social studies curriculum
- Examples: Medieval shields, Greek reliefs, African masks, Egyptian sarcophagi, Aboriginal sculptures of small animals.

**Art History Connections:**

Romare Bearden, Claude Monet, Van Gogh, Picasso, Matisse, M.C. Escher, Louis Nevelson, Andy Warhol, Red Grooms, Alexander Calder, Kiki Smith, Mary Frank, Keith Haring, Henry Moore

**Interdisciplinary Connections:**

Greco-Roman Art, Tessellations, Medieval Art, Egyptian, African Art, Math, ELA, Science, Physics

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**7<sup>th</sup> Grade Visual Arts – Learning Outcomes**

**Art History Connections:**

Romare Bearden, Claude Monet, Van Gogh, Picasso, Matisse, M.C. Escher

**Interdisciplinary Connections:**

Greco-Roman Art, Tessellations, Medieval Art, Egyptian, African Art

**I. Creating, Performing, and Participating in the Arts.**

Students will be able to:

1. Use observational drawing skills to draw a real life object.
2. Using value as an element of art to create shadows and highlights.
3. Use additive and subtractive hand building techniques to create 3D forms.
4. Use a ruler and line as an element of art to create perspective drawing.
5. Use the grid enlargement technique to create a piece of art.
6. Intentionally choose symbols and ideas to create a thematic piece of art.

**II. Knowing and Using Arts Materials and Resources**

**III. Responding to and Analyzing Works of Art**

**IV. Understanding the Cultural Dimensions and Contributions of the Arts**

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**8<sup>th</sup> Grade Digital Art – Learning Outcomes**

1. Students will be able to operate and use Macintosh OS and applications.
2. Students will be able to save and organize files on a computer desktop.
3. Students will be able to utilize Microsoft Office 365 and One Drive as a way to organize files and store files in cloud storage.
4. Students will be able to utilize Microsoft Classroom as a way to receive and turn in assignments.
5. Students will be able explain the importance of showcasing work online and be able to upload and present artwork in a web based format. (Artsonia.com, Yammer)
6. Students will be able to digitally edit photographs in alignment with the elements and principles of design using Adobe Photoshop.
7. Students will be able to perform specific Photoshop skills including: layer management, layer blending, selection tools for editing images, using filters, using image adjustments, and masking techniques.
8. Students will be able to assemble images using layers and composition using Adobe Photoshop.
9. Students will be able to explain the concept of Graphic Design and the role of a Graphic Designer.
10. Students will be able to create art that represents facets of Graphic Design such as: book design, album cover, or movie poster.
11. Students will be able to demonstrate digital painting / illustration by creating a simple landscape using layers and digital painting techniques.
12. Students will be able to demonstrate the use of Wacom tablets to create artwork using digital painting software.
13. Students will be able to demonstrate how to choose an effective typeface and use type correctly within a design.
14. Students will be able to demonstrate one and two point perspective with digital art software.
15. Students will be able to demonstrate how to use frames and digital illustration to create a simple 2D animation.
16. Students will be able to demonstrate their understanding of design and symbolism to create logos.
17. Students will be able to visually tell a story by transforming a single page script into panels using comic creator software.
18. Students will be able to demonstrate their understanding of 3D digital design by creating a simple 3D model using 3D design software (Makers Empire, Google Sketch-Up, or 123D Design.)
19. Students will be able to demonstrate understanding of outputting a 3D model into a 3D print.
20. Students will be able to showcase a final collective portfolio of their work using Power Point, Prezi, or iMovie.