

Kirkwood School District

Sixth–Eighth Grade Visual Arts Curriculum

Unit Scope and Sequence-Conceptual vs Skill Based

6-8 Visual Art Overview:

Students in the Kirkwood School District Middle School Art program will explore art concepts through hands-on experiences using two and three-dimensional formats and a broad range of media. Students' experiences will be structured using the Artistic Thinking Process which includes four major areas: Inspiration, Design, Creation, and Presentation/Reflection. Students will establish artistic habits such as keeping a sketchbook and an artist portfolio. Additionally, students will gain exposure to the Art Elements and Principles of Design as well as Art historical concepts.

Course Rationale: Through art studios, students are encouraged to come up with their own ideas for creating art in order to enhance their artistic thinking. This method presented by Melissa Purtee and Ian Sands, The Open Art Room encourages differentiation, which satisfies the demands of many learner types.

6-8 Scope and Sequence:

All Artist Process Strands are ongoing.

Strand 1: Inspiration-In this area, various sources are used to generate ideas for artworks. The Studio Habits: "Understanding Art Worlds" and "Observe" are important artistic practices for this area.

Strand 2: Design-In this area, various processes can be utilized to plan for and envision possible works of art. The Studio Habits: "Stretch and Explore", "Envision", and "Express" are important artistic practices for this area.

Strand 3: Creation-Artworks are produced. This area requires skill-building and foundations for techniques to be established. In this area, an artist reflects and revises as needed. The Studio Habits: "Stretch and Explore",

“Envision”, “Express”, “Revise”, “Reflect”, “Engage and Persist” and “Develop Craft” are important artistic practices for this area.

Strand 4: Presentation/Reflection-In this area artworks are added to an artist portfolio, feedback about artworks is shared, critiques are conducted, and a general reflection of the artmaking process occurs. At times, after feedback is received, or once critiques have occurred, artworks are sometimes revised. Final artworks are often displayed as a final culmination of this step. The Studio Habits: “Revise”, “Reflect”, and “Engage and Persist” are important artistic practices for this area.

Course Essential Questions:

Where do artists get ideas for their artworks?
How are the Art Elements used to create artworks?
What is an artist statement?
How do artists use them to describe their artworks?
How can art be used to solve problems?
Can you be creative without experiencing failure?
How can art be used to communicate?
What is beautiful? Interesting? Provocative?
How does art help us learn about people, culture, and time?

Enduring Understanding: 6-8 Art:

Creating: Conceiving and developing new artistic ideas and work. Creating art is a learning process beginning to end.
Art is problem solving.
Failure is instructional.
Art is open-ended with multiple solutions.

Presenting: Interpreting and sharing artistic work.

Students consider a variety of criteria when analyzing and selecting art works for presentation.
Students select the means by which their art is displayed to their community.
Art is communication.

Responding: Understanding and evaluating how the arts convey meaning.

Various criteria-emotional, cultural, intellectual, etc.-come into play when evaluating artwork. Art is communication.

Connecting: Relating artistic ideas and work with personal meaning and external context.

Art can enrich our daily lives.

Art has many interdisciplinary connections.

Art is in the world.

Visual literacy is necessary to decipher today's world.

Historical and cultural art can help us understand the people of different places and times.

Priority Standards:

Create:

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Present:

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Reflect:

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting:

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Course: 6th Grade Visual Arts

Course Description: Artists in the sixth grade art program will explore the art elements in relationship to art history and studio activities. Studio activities will include a variety of media in both two and three-dimensional formats. Students will begin to establish artistic practices aligned with the Eight Studio Habits, such as keeping a sketchbook and/or building a digital portfolio of their artwork.

6th Grade	Artistic Thinking Process: Inspiration
Big Ideas	Use the Art Elements to generate and organize possible ideas for artworks. Use tools to generate and organize possible ideas for artworks.
Guiding and Essential Questions	Where do artists get ideas for their artworks? How do artists use tools to generate and organize possible ideas for artworks?
Student Learning Goal(s)	I can use tools and resources to generate and organize ideas for my artworks.
Vocabulary	Sketching/sketchbook, Brainstorm
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.6: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Combine concepts collaboratively to generate innovative ideas for creating art.</i>
	<i>VA:Cr1B.6: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Formulate an artistic investigation of personally relevant content for creating art.</i>
	<i>VA:Cr2A.6: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</i>

6th Grade	Artistic Thinking Process: Design
Big Ideas	Make artistic decisions and plan for artworks.
Guiding and Essential Questions	How do students organize artistic ideas for artworks?
Student Learning Goal(s)	I can plan for artworks using planning sketch methods.
Vocabulary	Sketching/Sketchbook, Thumbnail sketch
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.6: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Combine concepts collaboratively to generate innovative ideas for creating art.</i>
	<i>VA:Cr1B.6: Create: 1. Generate and conceptualize artistic ideas and work. B. Investigation: Formulate an artistic investigation of personally relevant content for creating art.</i>
	<i>VA:Cr2A.6: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</i>

6th Grade	Artistic Thinking Process: Creation
Big Ideas	Create artworks using a range of media. Persevere to create works of art. Techniques and knowledge to work with specialized tools and materials. Use the Art Elements to inform and create artworks. Produce artwork and reflect and revise their work. Give and get feedback about their artwork from peers.
Guiding and Essential Questions	What media are used to create different types of art? What techniques and knowledge are required to use specialized tools and materials? How are the Art Elements used to create artworks? Why do artists revise their artwork? How do artists give and receive feedback about their artwork?
Student Learning Goal(s)	I can create artworks using a range of media. I can persevere when creating artworks. I can acquire new techniques and knowledge to work with specialized tools and materials. I can revise my artwork. I can give and receive feedback about my artwork and other peers' work.
Vocabulary	Critique, Feedback, Perseverance
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.6: Create: 1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Combine concepts collaboratively to generate innovative ideas for creating art.</i>
	<i>VA:Cr2A.6: Create: 2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</i>
	<i>VA:R7B.6: Responding.7. Perceive and analyze artistic work. B. Analyze: Analyze multiple ways that images influence specific audiences.</i>

6th Grade	Artistic Thinking Process: Presentation/Reflection
Big Ideas	Organize artworks in an artist portfolio. Describe what their artworks are about using the Art Elements. Respond to works of art.
Guiding and Essential Questions	What are artist portfolios and how are they created and organized? How do artists use the Art Elements to describe their artworks? What language do artists use to respond to artworks?
Student Learning Goal(s) Note: I can.....	Students will learn what artist portfolios are. Students will create and organize their artworks into an artist portfolio. Students will learn about the Art Elements. Students will identify where they use the Art Elements in their artworks. Students will learn artistic language artists use to respond to artworks. Students will use artistic language to respond to artworks.
Vocabulary	Portfolio, Art Elements
Discipline-Affiliated Standards (Source #1)	<i>VA:Pr4A.6: Presenting. 4. Select, analyze and interpret artistic work for presentation. A. Select: Compare and contrast how technologies have changed the way artwork is preserved, presented and experienced.</i>
	<i>VA:Pr5A.6: Presenting. 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Based on criteria, analyze and evaluate methods for preparing and presenting art.</i>

Course: Seventh Grade Visual Arts

Course Description: Artists in the seventh grade art program will expand and deepen their knowledge and understanding of the art elements in relationship to art history and studio activities. Artists will be introduced to the principles of design. Studio activities will include both two- dimensional and three-dimensional formats. Artists will work with a range of media through various techniques. Students will embrace artistic practices aligned with the Eight Studio Habits, such as keeping a sketchbook and/or building a digital portfolio of their artwork.

7th Grade	Artistic Thinking Process: Inspiration
Big Ideas	Gather ideas from multiple sources to influence their artworks. Use tools to generate and organize possible ideas for artworks. Use art history to influence and inspire their artworks.
Guiding and Essential Questions	Where do artists get ideas for their artworks? How do artists use tools to generate and organize possible ideas for artworks?
Student Learning Goal(s) Note: I can.....	I can use tools and resources to generate and organize ideas for my artworks.
Vocabulary	Sketching/sketchbook, Brainstorm, Theme
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.7: Create.1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Document early stages of the creative process visually and/or verbally in traditional or new media.</i>
	<i>VA:Cr2A.7: Create.2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</i>
	<i>VA:R7B.7: Responding.7. Perceive and analyze artistic work. B. Analyze: Analyze multiple ways that images influence specific audiences.</i>

7th Grade	Artistic Thinking Process: Design
Big Ideas	Make artistic decisions and plan for artworks. Planning processes they can utilize when planning for artworks. (Reference photos, maquettes, sample materials) Consider different aspects of their artwork such as how big the artwork will be, what specific tools, processes, and skills will be needed to carry out the work, and what they hope to communicate.
Guiding and Essential Questions	How do students organize artistic ideas for artworks?
Student Learning Goal(s) Note: I can.....	I can plan for artworks using planning sketch methods.
Vocabulary	Sketching/Sketchbook, Thumbnail sketch, Models/drafts
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.7: Create.1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Document early stages of the creative process visually and/or verbally in traditional or new media.</i>
	<i>VA:Cr2A.7: Create.2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</i>
	<i>VA:R7B.7: Responding.7. Perceive and analyze artistic work. B. Analyze: Analyze multiple ways that images influence specific audiences.</i>

7th Grade	Artistic Thinking Process: Creation
Big Ideas	Create artworks using a range of media. Persevere to create works of art. Acquire techniques and knowledge to work with specialized tools and materials. Use the Art Elements and Principles of Design to inform and create artworks. Produce artwork and reflect and revise their work. Give and get feedback about their artwork from peers.
Guiding and Essential Questions	What media are used to create different types of art? How do students overcome artistic and creative block? What techniques and knowledge are required to use specialized tools and materials? How are the Art Elements and Principles of Design used to create artworks? Why do artists revise their artwork? How do artists give and receive feedback about their artwork?
Student Learning Goal(s) Note: I can.....	I can create artworks using a range of media. I can persevere when creating artworks. I can acquire new techniques and knowledge to work with specialized tools and materials. I can revise my artwork. I can give and receive feedback about my artwork and other peers' work.
Vocabulary	Critique, Feedback, Perseverance
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.7: Create.2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</i>
	<i>VA:Cr3A.7: Create.3. Refine and complete artistic work. A. Reflect-Refine-Continue: Reflect on and explain important information about personal artwork in an artist statement or another format.</i>
	<i>VA:R7B.7: Responding.7. Perceive and analyze artistic work. B. Analyze: Analyze multiple ways that images influence specific audiences.</i>

7th Grade	Artistic Thinking Process: Presentation/Reflection
Big Ideas	Consider different ways of presenting their artworks. Organize artworks in an artist portfolio. Describe what their artworks are about through artist statements. Take steps to maintain and preserve their work. Respond to works of art.
Guiding and Essential Questions	How do artists present their artworks? What are artist portfolios and how are they created and organized? What is an artist statement? How do artists use them to describe their artworks? How are artworks prepared for presentation? How are they maintained once they have been prepared? What language do artists use to respond to artworks?
Student Learning Goal(s) Note: I can.....	Students will learn how artists present their artworks. Students will be able to present their artworks. Students will learn what artist portfolios are. Students will create and organize their artworks into an artist portfolio. Students will learn about what an artist statement is. Students will create artist statements about select artworks. Students will learn how artworks are prepared for presentation and maintained once they have been prepared. Students will learn artistic language artists use to respond to artworks. Students will use artistic language to respond to artworks.
Vocabulary	Artist statement, Portfolio, Art Elements
Discipline-Affiliated Standards (Source #1)	<i>VA:Pr4A.7: Presenting. 4. Select, analyze and interpret artistic work for presentation. A. Select: Compare and contrast how technologies have changed the way artwork is preserved, presented and experienced.</i>
	<i>VA:Pr5A.7: Presenting. 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Based on criteria, analyze and evaluate methods for preparing and presenting art.</i>

Course: Eighth Grade Visual Arts

Course Description: Artists in the eighth grade art program will expand and deepen their knowledge and understanding of the art elements and principles of design in relationship to art history, art criticism, and studio activities. Artists will work with a range of media through various techniques. Students will embrace artistic practices aligned with the Eight Studio Habits, such as keeping a sketchbook and/or building a digital portfolio of their artwork and authoring artist statements.

8th Grade	Artistic Thinking Process: Inspiration
Big Ideas	Gather ideas from multiple sources to influence their artworks. Use tools to generate and organize possible ideas for artworks. Use art history to influence and inspire their artworks.
Guiding and Essential Questions	Where do artists get ideas for their artworks? How do artists use tools to generate and organize possible ideas for artworks?
Student Learning Goal(s) Note: I can.....	I can use tools and resources to generate and organize ideas for my artworks.
Vocabulary	Sketching/sketchbook, Brainstorm, Theme
Discipline-Affiliated Standards (Source #1)	VA:Cr1A.8: Create.1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Document early stages of the creative process visually and/or verbally in traditional or new media.
	VA:Cr2A.8: Create.2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

8th Grade	Artistic Thinking Process: Design
Big Ideas	Make artistic decisions and plan for artworks. Planning processes they can utilize when planning for artworks. (Reference photos, maquettes, sample materials) Consider different aspects of their artwork such as how big the artwork will be, what specific tools, processes, and skills will be needed to carry out the work, and what they hope to communicate.
Guiding and Essential Questions	How do students organize artistic ideas for artworks?
Student Learning Goal(s) Note: I can.....	Students will plan for artworks using planning sketch methods.
Vocabulary	Sketching/Sketchbook, Thumbnail sketch, Models/drafts
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr1A.8: Create.1. Generate and conceptualize artistic ideas and work. A. Play & Ideation: Document early stages of the creative process visually and/or verbally in traditional or new media.</i>
	<i>VA:Cr2A.8: Create.2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</i>
	<i>VA:R7B.8: Responding.7. Perceive and analyze artistic work. B. Analyze: Analyze multiple ways that images influence specific audiences.</i>

8th Grade	Artistic Thinking Process: Creation
Big Ideas	Create artworks using a range of media. Persevere to create works of art. Acquire techniques and knowledge to work with specialized tools and materials. Use the Art Elements and Principles of Design to inform and create artworks. Produce artwork and reflect and revise their work. Give and get feedback about their artwork from peers.
Guiding and Essential Questions	What media are used to create different types of art? How do students overcome artistic and creative block? What techniques and knowledge are required to use specialized tools and materials? How are the Art Elements and Principles of Design used to create artworks? Why do artists revise their artwork? How do artists give and receive feedback about their artwork?
Student Learning Goal(s) Note: I can.....	I can create artworks using a range of media. I can persevere when creating artworks. I can acquire new techniques and knowledge to work with specialized tools and materials. I can revise my artwork. I can give and receive feedback about my artwork and other peers' work.
Vocabulary	Critique, Feedback, Perseverance
Discipline-Affiliated Standards (Source #1)	<i>VA:Cr2A.8: Create.2. Organize and develop artistic ideas and work. A. Skill Acquisition: Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</i>
	<i>VA:Cr3A.8: Create.3. Refine and complete artistic work. A. Reflect-Refine-Continue: Reflect on and explain important information about personal artwork in an artist statement or another format.</i>
	<i>VA:R7B.8: Responding.7. Perceive and analyze artistic work. B. Analyze: Analyze multiple ways that images influence specific audiences.</i>

8th Grade	Artistic Thinking Process: Presentation/Reflection
Big Ideas	Consider different ways of presenting their artworks. Organize artworks in an artist portfolio. Describe what their artworks are about through artist statements. Take steps to maintain and preserve their work. Respond to works of art.
Guiding and Essential Questions	How do artists present their artworks? What are artist portfolios and how are they created and organized? What is an artist statement? How do artists use them to describe their artworks? How are artworks prepared for presentation? How are they maintained once they have been prepared? What language do artists use to respond to artworks?
Student Learning Goal(s) Note: I can.....	Students will learn how artists present their artworks. Students will be able to present their artworks. Students will learn what artist portfolios are. Students will create and organize their artworks into an artist portfolio. Students will learn about what an artist statement is. Students will create artist statements about select artworks. Students will learn how artworks are prepared for presentation and maintained once they have been prepared. Students will learn artistic language artists use to respond to artworks. Students will use artistic language to respond to artworks.
Vocabulary	Artist statement, Portfolio, Art Elements
Discipline-Affiliated Standards (Source #1)	<i>VA:Pr4A.8: Presenting. 4. Select, analyze and interpret artistic work for presentation. A. Select: Compare and contrast how technologies have changed the way artwork is preserved, presented and experienced.</i>
	<i>VA:Pr5A.8: Presenting. 5. Develop and refine artistic techniques and work for presentation. A. Analyze: Based on criteria, analyze and evaluate methods for preparing and presenting art.</i>