

VISUAL ARTS

MIDDLE SCHOOL

6th 7th 8th

**Diocese of Salt Lake City
Catholic Schools Office**

Based on Utah State Office of Education Curriculum

MIDDLE SCHOOL LEVEL 6-7-8

EXPLORING

STANDARD 1 Student will develop skills vital to making art by composing pictures and rendering structure, value, scale, shapes, gesture, texture, depth, and color in a picture.	
Sixth Grade	Seventh Grade AND Eighth
<p>OBJECTIVES</p> <p><u>Explore a variety of art materials while learning new techniques and processes.</u></p> <ul style="list-style-type: none"> - Create an illusion of depth by applying the rules of linear perspective and aerial perspective.. - Portray distant objects higher on the paper. - Use the horizon line to represent eye level in artwork. - Create the illusion of depth by portraying parallel lines that move away from the viewer to converge at a point on the eye level. - Show cast shadows as darker directly under the object causing them. - Fuse cast shadows that overlap. - Draw cast shadows to describe the form or surface upon which they fall; e.g., the cast shadow of a pole falling on stairs, a cast shadow falling on a ball. - Use highlight, halftone, shadow side, shadow edge, and reflected light to shade objects. - Create an artwork that has five distinct value changes from light to dark. - Render cast shadows as darker, grayer, and less intense versions of whatever color they fall on. - Render objects in the distance as grayer and/or bluer than those in the foreground. - Manipulate lines and their direction to show the shape or direction of the surface they are describing. - Create a 3-D form by scooping, carving, or cutting away parts from the whole. - Understand and define grade appropriate art terms. 	<p>OBJECTIVES</p> <p><u>Explore a variety of art materials while learning new techniques and processes.</u></p> <ul style="list-style-type: none"> - Begin a drawing by using thumbnail sketches. - Render the appropriate scale and proportion of objects. - Create a more effective use of space by cropping (extending objects beyond the picture plane). - Render variations of lightness and darkness in a drawing. - Use structural lines to define changes in planes or surfaces; e.g., corners, edges, wrinkles, or folds. - Refine basic drawing techniques. - Work on drawing the human figure, tastefully and in proportion. - Use lines, dots, cross-hatching, stippling, and shapes to create the illusion of texture. - Create the illusion of depth by using the following: <ul style="list-style-type: none"> Overlapping Contrast Detail Placement Size - Use linear perspective to create the illusion of depth. - Explain how repetition and overlapping can unify a composition. - Demonstrate an understanding of: <ul style="list-style-type: none"> + Color organization (color wheel). + Color schemes. + Tints, shades, and tones. + Warm and cool colors. - Create harmonious color relationships for specific effect: e.g., happy, dignified, peaceful, chaotic, and tragic. - Use contrast to create emphasis (focal point) in a composition.

- Understand complementary, secondary, tertiary, and monochromatic colors.
- Arrange texture in order, from smooth to rough.
- Create lines and shapes to create illusion of motion, rhythm, and depth.
- Distinguish between sketches and finished pictures.
- Recognize that there is no single “right way” in art.
- Categorize art forms.
- Develop a sense of pride, confidence, and satisfaction in own work.
- Increase skills in describing, analyzing, interpreting, and judging art work.

Predict the processes and techniques needed to make a work of art.

- Consider a variety of ideas before starting a work of art.
- Make thumbnail sketches, storyboards, or verbal descriptions to help organize art idea before beginning the actual piece.

Handle art materials in a safe and responsible manner.

- Handle art tools and materials so their inherent danger is minimized.
- Dispose of waste materials in keeping with EPA standards and appropriate methods.
- Clean and put the art making areas back in order after working on projects.
- Respect other students’ artwork as well as one’s own.

- Study the vocabulary of a given art form/media and use it correctly.
- Identify advancing/receding colors in nature.
- Analyze photographs and paintings for geometric/distorted shapes.
- Identify rhythm, balance, and dominance in design.
- Improve scale and proportion.
- Identify styles of painting.
- Recognize art created by artists introduced in the course.
- Design posters, ads, cartoons, caricatures, lettering.
- Discuss careers in art.
- Recognize designing cities is a kind of art.
- Study the history of art (symbols and symbolism; e.g., fish=Christian.
- Examine the cultural heritage of Utah through architecture, photography, painting, and other works of art.
- Examine art work from different parts of the world.
- Use computers for creating art work.
- Identify skills in rendering perspective, form, texture, and foreshortening.
- Create moods and feeling with color.
- Expand the use of different media.
- Recognize the artistic contribution of ethnic groups, and women.
- Recognize that artists paint to express their feelings.

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UNDERSTANDING

STANDARD 2 Students will understand Art History and develop skills vital to analyzing and evaluating works of art.	
Sixth Grade	Seventh Grade AND Eighth Grade
<p>OBJECTIVES</p> <p><u>Compare the different cultures to explore their similarities and diversities</u></p> <ul style="list-style-type: none"> - Appreciate art forms, past or present, in terms of subject matter, culture, and art history. <p><u>Connect various kinds of art with particular cultures, times, or places.</u></p> <p><u>Recognize the connections of visual art to all learning.</u></p> <ul style="list-style-type: none"> - Predict how knowledge of visual arts might benefit lifelong learning. - Hypothesize the role of visual arts in modern electronic media, television, and modern advertising. - Recognize the importance of art in the computer field, computer graphics, and web page design. - Recognize the impact / contribution of the Catholic Church in the world of art. 	<p>OBJECTIVES</p> <p><u>Develop skills necessary to critique works of art.</u></p> <ul style="list-style-type: none"> - Describe what is seen and how elements such as line, shape, color, and texture are used. - Explain how principles such as emphasis, repetition, and contrast affect composition. - Interpret the feeling, mood, or idea communicated in the work of art. <p><u>Recognize the varied role of the artist in society.</u></p> <p><u>Research an artist, write a report, and make a presentation</u></p> <p><u>Recognize the impact/contribution of the Catholic Church in the world of art.</u></p>

APPLYING

STANDARD 3 Students will learn about other art forms, either to appreciate or apply.																
Sixth AND Seventh Grade AND Eighth Grade																
<p>OBJECTIVES</p> <p>Appreciate and/or apply other art forms such as:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">Sculpting</td> <td style="padding: 5px;">Weaving</td> <td style="padding: 5px;">Leather working</td> <td style="padding: 5px;">Fabric</td> <td style="padding: 5px;">Photography</td> </tr> <tr> <td style="padding: 5px;">Wood design</td> <td style="padding: 5px;">Mosaics</td> <td style="padding: 5px;">Puppets</td> <td style="padding: 5px;">Floral, glass design</td> <td style="padding: 5px;">Interior design</td> </tr> <tr> <td style="padding: 5px;">Ceramics</td> <td style="padding: 5px;">Printmaking</td> <td style="padding: 5px;">Linoleum/Block Printing</td> <td style="padding: 5px;">Jewelry</td> <td style="padding: 5px;">Architecture</td> </tr> </table>		Sculpting	Weaving	Leather working	Fabric	Photography	Wood design	Mosaics	Puppets	Floral, glass design	Interior design	Ceramics	Printmaking	Linoleum/Block Printing	Jewelry	Architecture
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