

**Bangor School Department  
Grades 6-8 Visual Arts Standards**

**A. Disciplinary Literacy – Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

**A1. Artist’s Purpose**

Performance Indicators & Descriptors			
	Grade 6	Grade 7	Grade 8
	<b>Students explain and compare different purposes of artists and their artwork, in the context of time and place.</b>		
		Asian art (is this moving to grade 6?) Study individual artist’s biographies. Individual projects and posters.	Research project-artists and/or art curator on Keynote.

**A2. Elements of Art and Principles of Design**

Performance Indicators & Descriptors			
	Grade 6	Grade 7	Grade 8
	<b>Students compare features of composition both within an art work and among art works.</b>		
a.	Compare <i>Elements of Art</i> : color, form, line, shape, space, texture, and value.		
	*Pointillism focusing on color, space and value. *Homework assignments that focus on the elements. *Chapter 1 Elements of Art, “Introducing Art” Glencoe, classroom text.	*Block printing focusing on line, shape and texture. *Mask making focusing on form, shape and space.	*Scratchboard focusing on value and line. *Color wheels with tints, shades and value bar.
b.	Compare <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.		
	*Radial designs focusing on balance and movement. *Chapter 2 Principles of Art, “Introducing Art” Glencoe, classroom text	*Rubber stamping focusing on pattern, contrast, rhythm and unity.	*Landscape painting focusing on contrast, movement and unity.

***A3. Media, Tools, Techniques, and Processes***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</b>		
		<b>Students experiment with various tools and techniques to create masks. Students reflect in a written statement how they chose their materials and how the artwork may differ if they used other materials.</b>	

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***B. Creation, Performance, Expression - Visual Arts:*** *Students create, express, and communicate through the art discipline.*

***B1. Media Skills***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students choose suitable media, tools, techniques, and processes to create original art works.</b>		
		<b>Mask making Paper mache Plaster Clay Paper</b>	<b>Collage Mixed media</b>

***B2. Composition Skills***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.</b>		
	<b>Clay animals</b>	<b>Paper mache animals and masks. Plaster masks</b>	<b>Watercolor and acrylic landscape painting Perspective drawing</b>

***B1. Making Meaning***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students create art works that communicate an individual point of view.</b>		
a.	Demonstrate skills in the use of media, tools, techniques, and processes.		
	Students compare the effects of media, techniques, and processes and are aware of formal and expressive qualities in all studio assignments.	Students compare the effects of media, techniques, and processes and are aware of formal and expressive qualities in all studio assignments.	Students compare the effects of media, techniques, and processes and are aware of formal and expressive qualities in all studio assignments.
b.	Demonstrate knowledge of visual art concepts.		
	Rubrics	Rubrics	Rubrics
c.	Communicate a variety of ideas, feelings, and meanings.		
	Drawings and paintings in reaction to music Appropriations and or alter a famous work of art to illustrate student's unique point of view.	Critique modern art through class discussion.	

***B4. Exhibition***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</b>		
	<b>Students will mat and frame artwork to be displayed in the classroom, school and community.</b>	<b>Students will mat and frame artwork to be displayed in the classroom, school and community.</b>	<b>Students will mat and frame artwork to be displayed in the classroom, school and community. Artist's statement and portfolio review.</b>

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**C. Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.**

***C1. Application of Creative Process***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students describe and apply creative-thinking skills that are part of the creative problem-solving process.</b>		
a.	Fluency		
	Students apply and analyze problem solving and creative thinking skills in all class assignments.	Students apply and analyze problem solving and creative thinking skills in all class assignments.	Students apply and analyze problem solving and creative thinking skills in all class assignments.
b.	Flexibility.		
		Masks	
c.	Elaboration		
		Masks	Altered books
d.	Originality		
		Masks	Subtractive prints
e.	Analysis		
	Describe a work of art using the elements of art.	Describe a work of art using the elements and principles of designs.	Visual inventory of works of art. Description Analysis Interpretation Evaluation/judging

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**D. *Aesthetics and Criticism:* Students describe analyze, interpret, and evaluate art (dance, music theatre, and visual arts).**

**DI. *Aesthetics and Criticism***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students compare and analyze art forms.</b>		
a.	Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u> .		
	Critiquing works of art.	Critiquing works of art.	Critiquing works of art.
b.	Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.		
		Compare and contrast art works from different genres.	Art research projects. Art curator keynote presentations.
c.	Compare the effectiveness of selected media, techniques, and processes in communicating ideas.		
	Students are given a topic to respond to visually and offered a variety of media and techniques to communicate their ideas.  Class critique/discussion.	Class discussion about pop culture and media.	

d.	Explain and compare different purposes of artists and art work in the context of time and place.		
	<p>Essential questions:          What is art?          Why do people make art?          What role does art play in our everyday lives?</p>	<p>What makes a work of art art?</p>	<p>View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.</p> <p>What does art say about us as a culture?</p>

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***E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.***

***E1. The Arts and History and World Cultures***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students compare products of the visual/performing arts to understand history and/or world cultures.</b>		
		Art history homework/class work. Islamic art, European art, North/South American art, African art and the art of China are studied.	

***E2. The Arts and Other Disciplines***

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students explain skills and concepts that are similar across disciplines.</b>		
	Music, language arts and social studies interdisciplinary studies. Elements used in art, music and dance.	Classroom discussion. Elements and principles in art, music and dance.	Elements and principles found in art, music and dance. Symbols and icons in art and social studies. Math and art (measuring, symmetry, geometry).

**E3. Goal Setting**

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</b>		
	<p>Long and short term assignment due dates.            Group work.            Classroom participation.            Artist statements – student set goals, talk about strengths and weakness in art at the beginning of the quarter. Review growth at the end of term.</p>	<p>Long and short term assignment due dates.            Group work.            Classroom participation.            Artists statements – student set goals, talk about strengths and weakness in art at the beginning of the quarter. Review growth at the end of term.</p>	<p>Long and short term assignment due dates.            Group work.            Classroom participation.            Artists statements – student set goals, talk about strengths and weakness in art at the beginning of the quarter. Review growth at the end of term.</p>

**E4. Impact of the Arts on Lifestyle and Career**

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.</b>		
			<p>Keynote presentations as an art curator. Classroom presentations.            Students are assigned and art career to research.            Education needed and impact on self and society.</p>

**E5. Interpersonal Skills**

<b>Performance Indicators &amp; Descriptors</b>			
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</b>		
a.	Getting along with others		
	Class participation grade. (For all categories, all grade levels) Classroom expectations are posted and discussed. Students are given a copy and expected to review this with parents.	Class participation grade. (For all categories, all grade levels) Classroom expectations are posted and discussed. Students are given a copy and expected to review this with parents.	Class participation grade. (For all categories, all grade levels) Classroom expectations are posted and discussed. Students are given a copy and expected to review this with parents.
b.	Respecting differences		
	Classroom expectations are posted and discussed. Students are given a copy and expected to review this with parents.	Classroom expectations are posted and discussed. Students are given a copy and expected to review this with parents.	Classroom expectations are posted and discussed. Students are given a copy and expected to review this with parents.
c.	Working as a team/ensemble		
	Group work.	Group work.	Group work.
d.	Managing conflict		
	Have clear classroom expectations and discipline plan.	Have clear classroom expectations and discipline plan.	Have clear classroom expectations and discipline plan.
e.	Accepting/giving/using constructive feedback		
	Covered by classroom participation grade.	Classroom participation grade.	Classroom discussions and critiques of students' works.

f.	Accepting responsibility for personal behavior		
	Classroom and school expectations are discussed and posted in the classroom.	Classroom and school expectations are discussed and posted in the classroom.	Classroom and school expectations are discussed and posted in the classroom.
g.	Demonstrating ethical behavior		
	Abide by school rules.	Abide by school rules.	Abide by school rules.
h.	Following established rules/etiquette for observing/listening to art		
	Classroom discussions about works of art.	Visual inventory. Describe Analysis Interpretation Evaluations	Visual inventory and critiques Describe Analysis Interpretation Evaluations
i.	Demonstrating safe behavior		
	Students are given demonstrations on how to use art materials safely i.e. knives, scissor, paints etc.	Students are given demonstrations on how to use art materials safely i.e. knives, scissor, paints etc.	Students are given demonstrations on how to use art materials safely i.e. knives, scissor, paints etc.