



## **Visual Arts Curriculum – Middle Level**

**May 2007**

# Introduction

## *Visual Arts Curriculum*

The Visual Arts program at Baker Demonstration School assists students, grades 1-8, in creative exploration and problem solving and encourages each child to develop into a self-motivated individual who will successfully embark on the world beyond the art room. Opportunities abound in exploration, discovery, collaboration, integration and inquiry. Emphasis on major artistic movements and contributions throughout the centuries is designed to facilitate a sense of identity within our historical and cultural context.

### **6<sup>th</sup> - 8<sup>th</sup> Grade**

#### Concepts

#### Skills and Processes

Media, techniques, and processes

- Select media, techniques, and process; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas
- Demonstrate deep knowledge of selected media tools
- Learn and execute balance of design principles

Structures and functions

- Generalize about the effects of visual structures and functions and reflect upon these effects in his/her work
- Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- Select and use the qualities of structures and functions of art to improve communication of ideas

Range of subject matter, symbols, and ideas

- Integrate visual , spatial, and temporal concepts with content to communicate intended meaning in his/her artworks
- Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

Art as a form and function as a part of history, society, and every day life

- Know and compare the characteristics of artworks in various eras and cultures
- Describe and place a variety of art objects in historical and cultural contexts
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

Critical thinking

- Compare multiple purposes for creating works of art
- Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Describe and compare a variety of individual responses to his/her own artworks and to artworks from various eras and cultures

Connections between visual arts and other disciplines

- Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts