

LINCOLN PUBLIC SCHOOLS
Art Learning Expectations: Grades 6-8

Standard 1:
Media, Materials,
Techniques

Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

Big Ideas

- ❑ Artistic expression is created through the skilled use of particular methods and materials.

Key Outcomes

- ❑ Drawing: Students will demonstrate an understanding of **perspective and shading** by creating 3-dimensional imagery in a drawing.
- ❑ Painting: Students will demonstrate an understanding of **value and shading techniques** by applying gradations of the tints and tones of a color across an object's surface, thereby creating an illusion of form.
- ❑ Collage: Students will demonstrate an understanding of **collage** by creating and explaining an illustration (2-dimensional piece) using pieces of paper and/or objects that are glued or stuck to a background.
- ❑ Three-Dimensional Design: Students will demonstrate an understanding of **3-D design techniques, including depth and surfaces**, by applying those techniques to balance, form, and function in their artwork.
- ❑ Printmaking, Photography and Computer Arts: Students will demonstrate an understanding of **the printmaking functions of photography and computer software** by creating and printing an image using technology.
- ❑ Fiber Arts: Students will demonstrate an understanding of **purposeful qualities of the fiber arts** by designing and producing piece of fiber art with a function and discussing their artistic decisions.

Instructional Notes

- ❑ Drawing materials may include crayons, markers, colored pencils, oil pastels and chalk, depending upon the grade level.
- ❑ Painting materials may include, but are not limited to, watercolors, tempera and acrylic paints, depending upon the grade level.
- ❑ Three Dimensional Design materials may include, but not be limited to, paper, wood, wire and clay depending upon the grade level.
- ❑ Printmaking, photography and computer arts materials in these areas may include, but are not limited to brayers, inks, pinhole cameras, digital cameras, and Kid Pix, Tux paint, and Adobe Photoshop software.
- ❑ Fiber Arts includes knotting, weaving and sewing techniques.

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Standard 2:
Elements and
Principles of
Design

Students will demonstrate knowledge of the elements and principles of design.

Big Ideas

- ❑ Elements of art: Artists use and combine line, shape, value, form and color to convey messages and evoke emotion.
- ❑ Principles of design: Artists use pattern, emphasis, balance, movement, rhythm, unity and harmony to organize or compose a visual space.

Key Outcomes

- ❑ Elements of design: Students will demonstrate an understanding of **manipulating and combining the elements of design** by creating visual imagery that is clear and holds the viewers attention.
- ❑ Principles of design: Students will demonstrate an understanding of **the organization of a visual space** by creating a piece of artwork based on principles of design and explaining their use in at least two out of the seven principles.

Instructional Notes

- ❑ Element of design are color, line, shape, texture, space, form and value.
- ❑ Principles of design are part of composition or how to organization and design a space. They are balance, rhythm, repetition, variety, emphasis, unity, harmony, scale and proportion.

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Standard 3:
Observation,
Abstraction,
Invention, and
Expression

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Big Ideas

- Observation is a key building block in producing any type of artwork. Abstraction in art is an interpretation of reality.

Key Outcomes

- Students will demonstrate an understanding of **how artists invent purposeful forms** by creating a clay vessel using at least one technique of clay building demonstrating the relationship of form and function and explaining the reasons for their artistic choices.

Instructional Notes

- Observational drawings may be created from their own artwork, still life set-ups, photographs, or outside (nature).

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Standard 4:
Drafting,
Revising, and
Exhibiting

Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Big Ideas

- ❑ “I cannot say whether things will get better if we change; what I can say is they must change if they are to get better”.
George C. Lichtenberg
- ❑ The artistic process develops quality by building on knowledge.

Key Outcomes

- ❑ Students will demonstrate an understanding of **a working artist’s process of drafting, critiquing and self assessment** by explaining why it is important to plan drafts of a work.
- ❑ Students will demonstrate an understanding of **the purpose for drafting and revising their artwork** by discussing artwork and assessing their own completed projects.

Instructional Notes

- ❑ Students have an opportunity to observe and assess by giving a positive comment of an element that relates to the lesson objectives.

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Standard 5:
Critical Response

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Big Ideas

- A common artistic vocabulary allows meaningful discussions.
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Key Outcomes

- Students will demonstrate an understanding of **how to “navigate” through the analysis of an artwork** by describing what they see and explaining the relationships between objects resulting in the development of their personal interpretation.

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Standard 6:
Purposes and
Meanings in the
Arts

Students will describe the purposes for which works of visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Big Ideas

- Form follows function.
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Key Outcomes

- Students will demonstrate an understanding of **the uses and/or applications of a work of art** by creating 2-dimensional or 3-dimensional works of art and explaining their functions.

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Standard 7:
Roles of Artists in
Communities

Students will describe the roles of artists, patrons, cultural organizations, and arts institution in societies of the past and present.

Big Ideas

- Artists have always been an integral and necessary part of society, contributing in practical and purposeful ways as well as aesthetic and emotional ways.

Key Outcomes

- Students will demonstrate an understanding of **the function of an art museum and/or cultural organization** by explaining the purposes and challenges of both past and present curators.

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Standard 8:
Concepts of Style,
Stylistic Influence,
and Stylistic
Change

Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Big Ideas

- Different historical periods, geographical locations and technologies of the day influence the style of art of the time.

Key Outcomes

- Students will demonstrate an understanding that **new technologies affect stylistic changes in the way that artists capture images** by explaining how they see this in their own portfolio of a year's work, and describing the progression from a drawing to a print or a painting.

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Standard 9:
Inventions,
Technologies and
the Arts

Students will describe and analyze how visual artists use and have used materials, inventions, and technologies in their works.

Big Ideas

- ❑ Imagination plus innovation equals creation.
- ❑ Genius is “1% inspiration and 99% perspiration!” (Thomas Alva Edison).

Key Outcomes

- ❑ Student will demonstrate an understanding of **how professional animation artists use software, such as iMovie or Comic Life** by developing a storyline, create characters, performing movements, adding text, creating audio, and integrating special effects in the successful completion of a slideshow/iMovie prepared for a group viewing.

Instructional Notes

- ❑ Technologies of past and present may include scissors, paper punches, compasses, overhead projectors, magnifying glasses, computers, printers, kilns, looms, digital cameras.

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Standard 10:
Interdisciplinary
Connections

Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Big Ideas

- ❑ Art is an integral part of all subjects.
- ❑ Art was the first common language.

Key Outcomes

- ❑ Students will demonstrate an understanding of **art in geometry** by manipulating a set of shapes into a tessellation.

Instructional Notes

- ❑ Cultural languages may include Japanese and Chinese calligraphy, Egyptian Hieroglyphics and/or Native American pictographs.