

Worthington Schools



Middle School Visual Art Graded Course of Study 2015

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**PHILOSOPHY AND GOALS OF THE WORTHINGTON DISTRICT MIDDLE SCHOOL
VISUAL ARTS PROGRAM**

**“The life of the arts far from being an interruption, a distraction in
the life of a nation, is very close to the center of a nation’s purpose –
and is a test of the quality of a nation’s civilization.”**

– John F. Kennedy

We believe in the holistic nature of knowledge, and that all content areas are related. The visual arts at the middle school level create a unique opportunity for students to actively engage with the Creative Process. This process encourages and supports creative and critical thinking across all curricula. Our goal is to provide a positive experience and a lifelong appreciation for the arts.

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INTRODUCTION

According to the Ohio Department of Education, the following are the enduring understandings, or overall goals and values, of Arts in the middle school curriculum.

Enduring Understandings

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

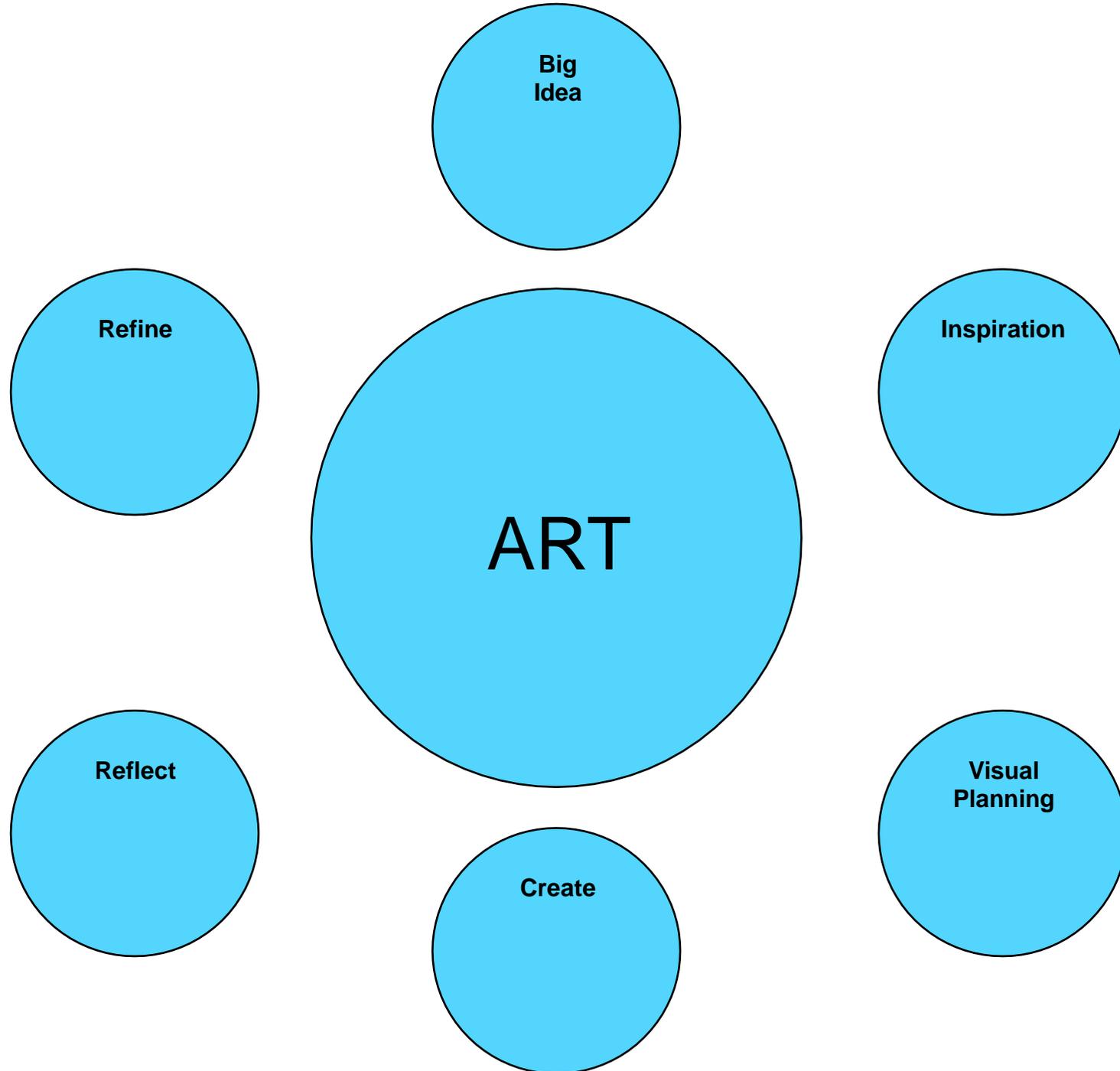
Critical & Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

In the State of Ohio Visual Art Standards, the content statements are broken down into three categories: Perceiving/Knowing (PE), Producing/Performing (PR), and Responding/Reflecting (RE). In the following visual organizer the Content Statements relate to specific knowledge and skills that are acquired through a visual art curriculum. We have categorized each of these areas to what we have defined as the steps in the creative process. We believe that the creative process is the beginning of all art regardless of media, style or product. The intent of the following curriculum is to organize the Ohio Department of Education State Standards in a way that every teacher can guide students through the artistic experience in an organized and consistent manner, while also maintaining flexibility in individual creative choice. The Progress Points demonstrate students' understanding of art at this developmental level, so we placed this as the center of our diagram.

The Creative Process



In the visual arts, art is more than something you hang on a wall or set on a pedestal; art is a process. Our goal as art teachers is to inspire students to think more broadly about what they consider to be art, and how they see themselves as individuals and as members of a global community. According to the State of Ohio, these five progress points are what students will demonstrate throughout the creative process.

ART

Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.

Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.

Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints.

Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.

Connect the content of visual artworks to interdisciplinary concepts, issues.

In the art world it is extremely important to have a big idea that you are working towards. The big idea is the artist's GPS that guides them through the artistic process. Having a solid big idea will give the artist a clear vision to what their end goal is, and help keep them focused on that goal.

Big Idea

7th Grade

1PE- Explore how personal experiences, interests, cultural heritage and gender influence an artist's style and choice of subject matter.

2PE- Identify professions that use artistic skills and problem-solving.

3PE- Identify sources of visual culture in society, and the media and discuss how the messages they convey affect personal and consumer choices.

4PE- Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

5PE- Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.

6PE- Connect various art forms to their social, cultural or political purposes and include regional examples.

8th Grade

1PE- Identify how an artist's choice of media relates to the ideas and images in the work.

2PE- Develop awareness and articulate various functions of art.

3PE- Connect science and technology with the development of art in various cultures.

4PE- Understand how social, cultural and political factors affect what contemporary artists and designers create.

5PE- Discover how culture, age, gender and background influence audience perception of art.

6PE- Identify professions that use artistic and problem-solving skills.

Every artist needs to be inspired, and that inspiration comes from many places, such as: books, movies, experiences or suggestions from their teacher. An artist's inspiration is where the big idea starts and helps them by guiding their visual planning, as well as the choice and use of materials throughout the creative process.

Inspiration

7th Grade

1PE- Explore how personal experiences, interests, cultural heritage and gender influence an artist's style and choice of subject matter.

2PE- Identify professions that use artistic skills and problem-solving.

3PE- Identify sources of visual culture in society, and the media and discuss how the messages they convey affect personal and consumer choices.

4PE- Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

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Having a well-thought-out plan is the key to creating successful art. An artist's plan can come in many forms such as visual research, written descriptions, sketches, or prototypes. The visual planning stage is the opportunity to utilize research and resources from the big idea, and inspiration to begin manipulating materials and producing a quality work of art.

Visual Planning

7th Grade

- 1PR- Improve craftsmanship and refine ideas in response to feedback.
- 2PR- Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.
- 3PR- Represent depth and volume in their two-dimensional works of art.
- 4PR- Apply art and design principles in the construction of three-dimensional artworks.
- 5PR- Create a work of art in collaboration with others to address a social or cultural issue.
- 6PR- Demonstrate understanding of visual literacy, illustration and graphic communication.

8th Grade

- 1PR- Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.
- 2PR- Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three- dimensional artworks.
- 3PR- Use critical thinking and visual literacy to communicate a specific idea.
- 4PR- Present personal artworks that show competence in the use of art elements to create meanings and effects.
- 5PR- Collaborate to create a thematic work that combines visual art with other arts disciplines.

The artist utilizes critical thinking and creative problem-solving skills developed through the planning process, to manipulate a variety of materials in the production of a quality work of art.

Create

7th Grade

- 1PR- Improve craftsmanship and refine ideas in response to feedback.
- 2PR- Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.
- 3PR- Represent depth and volume in their two-dimensional works of art.
- 4PR- Apply art and design principles in the construction of three-dimensional artworks.
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In order to refine their art, an artist should continuously be reflecting on their work as well as the work of others throughout the creative process. Artists need to be comfortable engaging with various sources of visual culture through written, verbal, and visual expression.

Reflect

7th Grade

1RE- Speculate about an artist's intentions and message in a work using relevant references to the work.

2RE- Compare and contrast diverse viewpoints about works of art.

3RE- Interpret selected artworks and synthesize their interpretations with the interpretations of others.

4RE- Classify and categorize examples of artworks from various eras and cultures.

5RE- Describe how experiences in galleries, museums and other cultural institutions can simulate the imagination and enrich people's lives.

6RE- Develop and use criteria to guide reflection and assessment of selected personal artworks.

7RE- Assess one's own work and working process and the work of others in relation to criteria and standards.

8th Grade

1RE- Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work.

2RE- Explain and defend their artistic decisions using visual art vocabulary.

3RE- Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.

4RE- Recognize how public discussion can affect beliefs about the nature and value of art.

5RE- Identify professions that use art and design, and explore the relationship between art, technology and industry.

6RE- Develop and apply criteria to assess personal works for content and craftsmanship.

An artist's reflection leads them to the refinement of their art in the creative process. Physical materials, as well as the conceptual process, should be refined continuously in order to create the desired visual product.

Refine

7th Grade

1R- Speculate about an artist's intentions and message in a work using relevant references to the work.

2RE- Compare and contrast diverse viewpoints about works of art.

3RE- Interpret selected artworks and synthesize their interpretations with the interpretations of others.

4RE- Classify and categorize examples of artworks from various eras and cultures.

5RE- Describe how experiences in galleries, museums and other cultural institutions can simulate the imagination and enrich people's lives.

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