

AMERICAN INTERNATIONAL
SCHOOL OF LAGOS

Middle School Visual Arts Standards



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AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

Sixth Grade

The standards for grade six emphasize exploration. Students investigate a variety of experiences and concepts using the elements of art and the principles of design as a framework. The sixth grade art lessons offer learning opportunities that incorporate a variety of media, artistic styles, historical periods, and cultural backgrounds. Students explore various two-dimensional and three-dimensional art media using diverse technical and expressive approaches. By applying the art criticism process, students analyze, derive meaning from, and make informed judgments about personal works and the artworks of others. Students apply what they learn in the Visual Arts to other subject areas. They develop creative problem-solving and communication skills that enhance all aspects of life. Careers in the Visual Arts are emphasized.

Standard 1

RESPONDING TO ART: HISTORY AND CULTURE

Understand art in relation to history and past and contemporary culture.

Students analyze relationships between artwork and the cultures of origin, including icons in contemporary works and uses of imagery in visual culture. They identify local art-related careers and support for arts providers, utilizing community art resources and evaluating their effect on daily life.

- 6.1.1 Identify and analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify where, when, why, and by whom the work was made (focus: Europe and the Americas, including the diversity of past and contemporary cultures and ethnicities).
- 6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.
- 6.1.3 Identify icons in contemporary works and analyze how they reflect the culture.
- 6.1.4 Identify uses of imagery in visual culture found in, but not limited to, advertisements, graphic novels, the Internet, video, and video games.
- 6.1.5 Identify the roles of artists and skills of various art-related careers in the community.
- 6.1.6 Analyze how galleries, museums, movie theaters, digital resources, and arts-related establishments in the community affect daily life.
- 6.1.7 Analyze and critique art seen at local museums, exhibits, arts performances, and by visiting artists in the schools.
- 6.1.8 Identify ways in which the arts are supported in the community and state.

Standard 2

RESPONDING TO ART: HISTORY AND CULTURE

Recognize significant works of art and the chronological development of art movements and historical periods

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Students experience works of Western art, identifying artists, cultures, styles, and placement on a timeline. They distinguish styles of individual artists and art movements.

- 6.2.1 Identify and be familiar with works from major periods of Western art, identifying artist, culture, style, and aspects from the historical context of the work.
- 6.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.
- 6.2.3 Identify and chronologically compare works of Western art and artifacts from major periods or movements.

Standard 3

VISUAL LITERACY: CRITICISM AND AESTHETICS

Describe, analyze, and interpret works of art and artifacts.

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 6.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 6.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

VISUAL LITERACY: CRITICISM AND AESTHETICS

Theorize about art and make informed judgments.

Students identify institutionalism in artwork. They reflect on sources of personal preference and form persuasive arguments based on properties found in works and their historical context.

- 6.4.1 Identify unconventional works that can be identified as art only by the fact that they are in a museum or gallery (institutionalism).
- 6.4.2 Reflect upon the sources of personal preference such as home, peers, and pop culture through journaling and discussion.
- 6.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.

Standard 5

VISUAL LITERACY: CRITICISM AND AESTHETICS

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art.

Students consider the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they consider and discuss diverse aesthetic issues.

- 6.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.

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- 6.5.2. Identify problems or puzzles in a work of art or aesthetic issue, construct a well-reasoned hypothesis, and evaluate the adequacy of alternative hypotheses.
- 6.5.3 Analyze the nature of art through logical reasoning skills and debate on issues such as beauty, censorship, and definitions of art.

Standard 6

CREATING ART: STUDIO PRODUCTION

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.

Students create artwork demonstrating refined perceptual skills and expanded subject matter, media, and techniques. They evidence judicious selection of symbols, metaphors, and subject matter. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- 6.6.1 Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life.
- 6.6.2 Demonstrate the ability to utilize personal interests, current events, media, or techniques as sources for expanding artwork.
- 6.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and ideas to clearly communicate through artwork.
- 6.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 6.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 6.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: STUDIO PRODUCTION

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 6.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (emphasis, rhythm, pattern, unity, balance, movement, and contrast) in work to effectively communicate ideas.
- 6.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.

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- 6.7.3 Utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 6.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two-point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes, and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, graffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trap unto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in various open source and commercial programs

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6.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas. *Students compare communication of ideas and concepts in the arts and other disciplines. They cultivate opportunities for aesthetic experience through creation of artwork, cross-disciplinary projects, and performances demonstrating in-depth knowledge and integration of processes, technology, and sign systems from various subject areas.*

- 6.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.
- 6.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- 6.8.3 Use multiple art forms to create cross-disciplinary works or performances that communicate meaning and promote aesthetic inquiry.

Seventh Grade

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. The seventh grade lessons focus on the four basic components that provide the overall structure for student learning objectives in Visual Arts- Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation. Studio lessons and activities give the opportunity to create works of art by elaborating on direct observation, personal experience, and imagination. Students are challenged to express ideas through original artworks using a variety of media with appropriate skill.

Standard 1

RESPONDING TO ART: HISTORY AND CULTURE

Understand art in relation to history and past and contemporary culture.

Students analyze relationships between artwork and the cultures of origin, comparing icons, themes, and ideas representative of various cultures. They explore art-related careers and ways to support the arts, utilizing resources of museums and galleries and identifying the impact of the arts on society.

- 7.1.1 Identify where, when, why, and by whom a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture (focus: Asia, Africa, and the South Pacific).
- 7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.

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- 7.1.3 Identify, compare, and contrast themes, icons, and ideas that represent various cultural groups.
- 7.1.4 Research the roles of artists and skills needed for various art-related careers in the community.
- 7.1.5 Identify contributions that artists and art-related professionals have made to society.
- 7.1.6 Examine and critique art at local museums, galleries, virtual galleries, performance centers, and exhibitions in the community.
- 7.1.7 Discuss how artists, artwork, and art institutions can impact the economy of communities.
- 7.1.8 Identify ways one can become actively involved in supporting the arts in the community.

Standard 2

RESPONDING TO ART: HISTORY AND CULTURE

Recognize significant works of art and the chronological development of art movements and historical periods.

Students experience works of non-Western art, identifying artists, cultures, styles, and historical aspects. They locate Western and non-Western artwork on a timeline to establish chronological perspective and identify beliefs, customs, and technology affecting artists' styles.

- 7.2.1 Identify and be familiar works from major periods of non-Western art identifying artist, culture, style, and aspects from the historical context.
- 7.2.2 Research and identify how beliefs, customs, and technology affect artists' styles of work.
- 7.2.3 Identify Western and non-Western art and artifacts by locating them on a timeline.

Standard 3

VISUAL LITERACY: CRITICISM AND AESTHETICS

Describe, analyze, and interpret works of art and artifacts.

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 7.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 7.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

VISUAL LITERACY: CRITICISM AND AESTHETICS

Theorize about art and make informed judgments.

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Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by artists and critics.

- 7.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- 7.4.2 Present logical defense of personal viewpoints or preferences in art.
- 7.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- 7.4.4 Read and reflect upon critical writings about art by artists and critics.

Standard 5

VISUAL LITERACY: CRITICISM AND AESTHETICS

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art.

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they identify conflicting views on the nature of art.

- 7.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- 7.5.2 Refine personal response to works of art, identify problems or puzzles, and form hypotheses or well-supported viewpoints.
- 7.5.3 Identify conflicting viewpoints in discussions on the nature of art and try to resolve these conflicts through logical reasoning.

Standard 6

CREATING ART: STUDIO PRODUCTION

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.

Students create artwork using expanded subject matter, media, techniques, and insightful observation. They evidence judicious selection of symbols, metaphors, subjects, and ideas to communicate personal statements. Students make connections between personal work and that of others in revising and refining artwork, utilize self and peer critique, and demonstrate mutual respect.

- 7.6.1 Create works of art based on sensitive observation from real life and personal experience.
- 7.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, and media as sources for expanding artwork.
- 7.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and ideas to clearly communicate personal statements.
- 7.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.

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- 7.6.5 Identify connections between personal work and similar works of art for the purpose of identifying criteria and revising and refining work.
- 7.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: STUDIO PRODUCTION

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 7.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (emphasis, rhythm, pattern, unity, balance, movement, and contrast) in work to effectively communicate ideas.
- 7.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one and two-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 7.7.3 Select and utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 7.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two-point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes, and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

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Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, grafitto, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core
Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trap unto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in various open source and commercial programs

7.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas.

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-depth knowledge and integration of processes, technology, and sign systems from various subject areas.

- 7.8.1 Identify similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and describe how integration of disciplines enhances learning.
- 7.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.

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- 7.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- 7.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines.

Eight Grade

The standards for grade eight continue to emphasize exploration, analysis, and investigation of the creative process. The eight grade lessons focus on the four basic components that provide the overall structure for student learning objectives in Visual Arts- Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation. Studio lessons and activities give the opportunity to create works of art by elaborating on direct observation, personal experience, and imagination. Students are challenged to express ideas through original artworks using a variety of media with appropriate skill. The eighth grade program offers multiple opportunities to analyze artworks to form conclusions about formal properties, historical and cultural contexts, intents and meanings.

Standard 1

RESPONDING TO ART: HISTORY AND CULTURE

Understand art in relation to history and past and contemporary culture.

Students analyze relationships between artwork and the cultures of origin, examining the changing function of art. They identify artists' use of personal experiences in work and discover connections between art and other life experiences. They explore ways to support the arts and utilize resources within their own community.

- 8.1.1 Identify and analyze where, when, why, and by whom a work was made and the relationship of a work of art to the historical, environmental, technological, and social contexts of the culture in which it was created.
- 8.1.2 Analyze how the function of art in our society has changed over time.
- 8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.
- 8.1.4 Research the skills of art-related careers, educational requirements, and explore potential interests.
- 8.1.5 Analyze ways experiences in the arts connect to other life experiences.
- 8.1.6 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- 8.1.7 Discuss how artists, artwork, and art institutions can impact local and national economies.
- 8.1.8 Identify ways one can become actively involved in supporting the arts locally and nationally.

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Standard 2

RESPONDING TO ART: HISTORY AND CULTURE

Recognize significant works of art and the chronological development of art movements and historical periods.

Students compare works of non-Western and Western art, identifying artists, cultures, styles, and historical aspects. They identify stylistic features of particular cultures and relate artworks to corresponding historical time periods and events.

- 8.2.1 Compare a range of works from Western and non-Western cultures identifying culture, style, and other aspects from the historical context of the work.
- 8.2.2 Identify common stylistic features from art of one culture or time period.
- 8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

Standard 3

VISUAL LITERACY: CRITICISM AND AESTHETICS

Describe, analyze, and interpret works of art and artifacts.

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 8.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 8.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

VISUAL LITERACY: CRITICISM AND AESTHETICS

Theorize about art and make informed judgments.

Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by critics and aestheticians.

- 8.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- 8.4.2 Present logical defense of personal viewpoints or preferences in art.
- 8.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- 8.4.4 Identify the role of the aesthetician.
- 8.4.5 Read and reflect upon critical and theoretical writings about art by critics and aestheticians.

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Standard 5

VISUAL LITERACY: CRITICISM AND AESTHETICS

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art.

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they analyze various positions on the nature of art and aesthetic issues.

- 8.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- 8.5.2 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.
- 8.5.3 Analyze and defend positions on the nature of art and aesthetic issues such as forgery, censorship, beauty, and definitions of art.

Standard 6

CREATING ART: STUDIO PRODUCTION

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.

Students create artwork using expanded subject matter, media and techniques, and insightful observation. They evidence knowledge of contexts, values, and aesthetics when utilizing themes, symbols, and metaphors to communicate meaning. Students establish criteria for determining excellence in revising and refining artwork through self and peer critique, and they demonstrate mutual respect.

- 8.6.1 Create works of art based on insightful observation from real life and personal experience.
- 8.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding personal artwork.
- 8.6.3 Utilize themes, symbols, and metaphors that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in work.
- 8.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.
- 8.6.5 Examine and establish criteria for judging excellence in work and utilize in the revision and refinement process.
- 8.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: STUDIO PRODUCTION

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in

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works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 8.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (emphasis, rhythm, pattern, unity, balance, movement, and contrast) in work to effectively communicate ideas.
- 8.7.2 Identify and discriminate between types of lines (characteristics, quality), shape (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one, two, and three-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.

Identify and discriminate between types of lines, shape, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in own work and the works of others.

- 8.7.3 Selectively utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 8.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon
Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes, and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink
Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

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Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core
Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in various open source and commercial programs

8.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas.

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-depth knowledge and integration of processes, technology, and sign systems from multiple subject areas.

- 8.8.1 Analyze similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and analyze how integration of disciplines enhances learning.
- 8.8.2 Create artwork incorporating processes, skills, technology, or sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- 8.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- 8.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines and reflect upon the impact of the experience through writing or discussion.