

## Middle School Visual Arts Year-at-a-Glance

(\*Note\* Teacher Selected Units can be lengthened or shortened to address time constraints. YAAG Reflects both Semester and Trimester, all Levels 1 and Levels 2 and all Discipline Applications)

August	September	October	November	December	January	February	March	April	May
Middle School Units of Study	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days )</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20Days)</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook and Composition skills</li> <li>Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>
<p style="text-align: center;">← <b>Middle School Colorado Visual Arts Academic Standards (45-80 Days)</b> →</p>									
<p style="text-align: center;"><b>Observe and Learn to Comprehend</b></p> <p style="text-align: center;"><i>The <b>Organizing Concept</b> of Comprehension is connected to <b>Big Idea</b> of Expression, Communicating and Meaning to enhance student learning.</i></p>									
<p style="text-align: center;"><b>‘Understand, Know and Be able to do...’ Descriptors for Comprehension</b></p> <p style="text-align: center;"><b>Understanding the Art World and Learning to Observe</b></p> <ul style="list-style-type: none"> <li>The exploration of seeing and perceiving is the discipline of art making and has purpose in culture and the human experience.</li> <li>Both formal and informal critique of drawing informs one's own work</li> <li>Looking at art work made by other artists and asking intentional questions about the art work is a way that artists grow in their own art making process</li> <li>Compositions are planned and thoughtfully constructed with deliberate and thoughtful evaluation elements of art and principles of design</li> <li>Developing a visual voice requires deliberate and thoughtful evaluation of one's art work.</li> </ul> <p style="font-size: small;">Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</p>					<p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: Grade 7</b></p> <ol style="list-style-type: none"> <li>The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art <b>Evidence Outcomes: a.b.c.</b></li> <li>Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time <b>Evidence Outcomes: a.b.c.</b></li> <li>Knowledge of art vocabulary is important when critically analyzing works of arts <b>Evidence Outcomes: a.b.</b></li> </ol> <p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: Grade 8</b></p> <ol style="list-style-type: none"> <li>Conceptual art theories explain how works of art are created <b>Evidence Outcomes: a.b.c.</b></li> <li>The history of art, world cultures, and artistic styles influence contemporary art concerns <b>Evidence Outcomes: a.b.c.d.e.</b></li> <li>Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art <b>Evidence Outcomes: a.b.c.</b></li> </ol>				
<p style="text-align: center;"><b>Envision and Critique to Reflect</b></p> <p style="text-align: center;"><i>The <b>Organizing Concept</b> of Reflect is connected to <b>Big Ideas</b> of Critical thinking through synthesis evaluation and analysis to enhance student learning.</i></p>									
<p style="text-align: center;"><b>‘Understand, Know and Be able to do...’ Descriptors for Reflect</b></p> <p style="text-align: center;"><b>Learning to Envision and Learning to Reflect</b></p> <ul style="list-style-type: none"> <li>Visual possibilities are developed and imagined through reflective thinking.</li> </ul>					<p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: Grade 7</b></p> <ol style="list-style-type: none"> <li>Visual literacy skills are used to create meaning from a variety of information <b>Evidence Outcomes: a.b.c.d.</b></li> <li>Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines <b>Evidence Outcomes: a.b.c</b></li> </ol> <p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: Grade 8</b></p>				

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<ul style="list-style-type: none"> <li>Planning includes intentional reflection that deepens the art making process.</li> <li>Evaluating the art making process is a component of planning the art work.</li> <li>Critique is response, opinion, and interpretation of meaning in art making.</li> <li>A study of other artists is a means of developing technique and skills.</li> </ul> <p style="font-size: small; margin-top: 0;">Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</p>	<ol style="list-style-type: none"> <li>1. Visual literacy skills help to establish personal meaning and artistic intent in works of art <b>Evidence Outcomes: a.b.c.d.</b></li> <li>2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications <b>Evidence Outcomes: a.b.c.d.</b></li> </ol>				
<b>Invent and Discover to Create</b> <i>The <b>Organizing Concept</b> of Creating is connected to <b>Big Ideas</b> of Generate works of art to enhance student learning.</i>					
<p style="text-align: center;"><b>‘Understand, Know and Be able to do...’ Descriptors for Creating Developing Craft and Learning to Express</b></p> <ul style="list-style-type: none"> <li>Connecting to cultural contexts and/or human experiences through ideas, techniques and skills is a means communicate visually</li> <li>Communicating through art making with intention reaches a specific audience.</li> <li>Acquiring endurance, discipline, purpose, and craftsmanship are essential to art making practices</li> <li>Using a sketchbook for experimenting, planning and explaining builds visual vocabulary and refines ideas</li> <li>Learning safe use of materials and tools in the classroom is essential.</li> </ul> <p style="font-size: small; margin-top: 0;">Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; background-color: #f2f2f2;"><b>Grade Level Expectations and Evidence Outcomes: Grade 7</b></td> </tr> <tr> <td> <ol style="list-style-type: none"> <li>1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art <b>Evidence Outcomes: a.b.</b></li> <li>2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art <b>Evidence Outcomes: a.b.c.d.</b></li> <li>3. Use various media, materials, and tools to express specific meaning in works of art <b>Evidence Outcomes: a.b.</b></li> <li>4. Utilize current, available technology as a primary medium to create original works of art <b>Evidence Outcomes: a.b.</b></li> </ol> </td> </tr> <tr> <td style="text-align: center; background-color: #f2f2f2;"><b>Grade Level Expectations and Evidence Outcomes: Grade 8</b></td> </tr> <tr> <td> <ol style="list-style-type: none"> <li>1. Achieve artistic purpose to communicate intent <b>Evidence Outcomes: a.b.c.</b></li> <li>2. Demonstrate technical proficiency and craftsmanship when planning <b>Evidence Outcomes: a.b.c.d.</b></li> <li>3. Utilize current and available technology to refine an idea, and create original and imaginative works of art <b>Evidence Outcomes: a.b.</b></li> </ol> </td> </tr> </table>	<b>Grade Level Expectations and Evidence Outcomes: Grade 7</b>	<ol style="list-style-type: none"> <li>1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art <b>Evidence Outcomes: a.b.</b></li> <li>2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art <b>Evidence Outcomes: a.b.c.d.</b></li> <li>3. Use various media, materials, and tools to express specific meaning in works of art <b>Evidence Outcomes: a.b.</b></li> <li>4. Utilize current, available technology as a primary medium to create original works of art <b>Evidence Outcomes: a.b.</b></li> </ol>	<b>Grade Level Expectations and Evidence Outcomes: Grade 8</b>	<ol style="list-style-type: none"> <li>1. Achieve artistic purpose to communicate intent <b>Evidence Outcomes: a.b.c.</b></li> <li>2. Demonstrate technical proficiency and craftsmanship when planning <b>Evidence Outcomes: a.b.c.d.</b></li> <li>3. Utilize current and available technology to refine an idea, and create original and imaginative works of art <b>Evidence Outcomes: a.b.</b></li> </ol>
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<b>Relate and Connect to Transfer</b> <i>The <b>Organizing Concept</b> of Transfer is connected to <b>Big Ideas</b> of Recognize, articulate, and validates the visual arts to lifelong learning and the human experience to enhance student learning.</i>					
<p style="text-align: center;"><b>‘Understand, Know and Be able to do...’ Descriptors for Transfer Engage and Persist in Art / Stretch and Explore in Art</b></p> <ul style="list-style-type: none"> <li>Artists are motivated to make original art work through cultural influences and human experiences.</li> <li>Connecting art making to personal meaning and artistic intent cultivates artistic endurance.</li> <li>Technique, process and materials of art making are similar to other disciplines and are connected through explorations as well as inquiry.</li> <li>Artists’ intentions reveal a responsibility to respond to the world in different ways: Environmental, Societal; Historical and Cultural; the Human Condition.</li> </ul> <p style="font-size: small; margin-top: 0;">Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; background-color: #f2f2f2;"><b>Grade Level Expectations and Evidence Outcomes: Grade 7</b></td> </tr> <tr> <td> <ol style="list-style-type: none"> <li>1. Critical thinking in the arts transfers to multiple uses in life <b>Evidence Outcomes: a.b.c.</b></li> <li>2. The visual arts community messages its cultural traditions and events <b>Evidence Outcomes: a.b.c.</b></li> <li>3. Art and design strategies can solve environmental problems <b>Evidence Outcomes: a.b.c.</b></li> </ol> </td> </tr> <tr> <td style="text-align: center; background-color: #f2f2f2;"><b>Grade Level Expectations and Evidence Outcomes: Grade 8</b></td> </tr> <tr> <td> <ol style="list-style-type: none"> <li>1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors <b>Evidence Outcomes: a.b.</b></li> <li>2. Cultural traditions and events impact visual arts within a community <b>Evidence Outcomes: a.b.c.d.</b></li> <li>3. Visual arts provide an opportunity to explore sustainable environments, design and architecture <b>Evidence Outcomes: a.b.c.</b></li> </ol> </td> </tr> </table>	<b>Grade Level Expectations and Evidence Outcomes: Grade 7</b>	<ol style="list-style-type: none"> <li>1. Critical thinking in the arts transfers to multiple uses in life <b>Evidence Outcomes: a.b.c.</b></li> <li>2. The visual arts community messages its cultural traditions and events <b>Evidence Outcomes: a.b.c.</b></li> <li>3. Art and design strategies can solve environmental problems <b>Evidence Outcomes: a.b.c.</b></li> </ol>	<b>Grade Level Expectations and Evidence Outcomes: Grade 8</b>	<ol style="list-style-type: none"> <li>1. Visual arts are valuable for a variety of art and non-art related lifelong endeavors <b>Evidence Outcomes: a.b.</b></li> <li>2. Cultural traditions and events impact visual arts within a community <b>Evidence Outcomes: a.b.c.d.</b></li> <li>3. Visual arts provide an opportunity to explore sustainable environments, design and architecture <b>Evidence Outcomes: a.b.c.</b></li> </ol>
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<u>Middle School Discipline Applications</u>	
<ul style="list-style-type: none"> <li>• Teacher selected discipline applications listed below.</li> <li>• Creating a wide range of experiences and learning by addressing a minimum of 3 different applications varying both 2D and 3D art making is recommended best practice in Middle School Visual Arts Levels 1 and Levels 2.                             <ul style="list-style-type: none"> <li>○ Sketchbooks and systems for reflection, discovery and planning(required)</li> <li>○ Drawing as a system for perceiving and planning ideas (required)</li> <li>○ Informal/Formal Critique, Artist's Statements, Assessment in summative, formative as well as additional assessment forms( addressed through teacher selected Units of Study)</li> </ul> </li> </ul>	
<p><b>Drawing</b> Skills and techniques including and not limited to:</p> <ul style="list-style-type: none"> <li>• types of line made with different types of tools</li> <li>• types of line, contour line, value</li> <li>• 1 point and 2 point perspective</li> <li>• gesture drawing</li> <li>• adding in color to the drawing</li> <li>• abstraction as mark-making</li> </ul> <p><b>( refer to Creative Art : Drawing Unit Plan)</b></p>	<p><b>Painting</b> Skills and techniques including and not limited to:</p> <ul style="list-style-type: none"> <li>• monochromatic/complimentary/analogous color theory</li> <li>• color mixing, emotion</li> <li>• mood expressed through color</li> <li>• landscapes, figure ground relationship</li> <li>• scale, texture, value</li> <li>• surface treatment</li> <li>• Portraits</li> <li>• study of painter's styles and intent</li> </ul> <p><b>( refer to Creative Art : Painting Unit Plan)</b></p>
<p><b>Printmaking</b> Skills and techniques possibilities include and not limited to:</p> <ul style="list-style-type: none"> <li>• lino cuts, woodblocks print, monotype print, chine colle</li> <li>• the difference between appropriation of images and working outside of the laws of copyright/intellectual property</li> <li>• reduction printmaking</li> <li>• editions, artist's books</li> <li>• portraits, posters</li> <li>• graphic novels</li> </ul> <p><b>( refer to Creative Art : Printmaking Unit Plan)</b></p>	<p><b>Technology</b> Skills and techniques possibilities include and not limited to:</p> <ul style="list-style-type: none"> <li>• Adobe Photoshop</li> <li>• animation, variety of graphics programs</li> <li>• the difference between appropriation of images and working outside of the laws of copyright/intellectual property</li> <li>• editions, artist's books</li> <li>• portraits</li> <li>• posters</li> <li>• graphic novels</li> </ul>
<p><b>Photography</b> Skills and techniques possibilities include and not limited to:</p> <ul style="list-style-type: none"> <li>• operating a manual SLR Camera</li> <li>• photographic developing process</li> <li>• operating a digital camera</li> <li>• using Adobe Photoshop</li> <li>• the difference between appropriations of images and working outside of the laws of copyright/intellectual property</li> <li>• tableau</li> <li>• editions</li> <li>• narratives , portraits</li> <li>• journalism photography</li> </ul>	<p><b>Sculpture</b> Skills and techniques possibilities include and not limited to:</p> <ul style="list-style-type: none"> <li>• balance/rhythm/proportion/movement</li> <li>• scale and challenging the scale of our everyday world</li> <li>• using existing buildings</li> <li>• installation</li> <li>• carving firebrick</li> <li>• additive sculpture</li> <li>• subtractive sculpture</li> <li>• discovering there is nothing 'negative' about negative space</li> <li>• using nontraditional materials and applications ( for example casting chocolate or knitting) assemblage and construction</li> </ul>

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<p>( refer to Creative Art : Photography Unit Plan)</p> <p><b>Ceramics</b> Skills and techniques possibilities include and not limited to:</p> <ul style="list-style-type: none"> <li>• functional and non-functional forms</li> <li>• coil</li> <li>• pinch</li> <li>• slip/score</li> <li>• glaze applications</li> <li>• room temperature finishes (painting, burnishing)</li> <li>• mixed media</li> <li>• portraits,</li> <li>• narrative works</li> <li>• installations</li> <li>• low relief</li> <li>• sculpture in the round</li> <li>• wheel thrown and altered wheel thrown forms</li> </ul> <p>( refer to Creative Art : Ceramics Unit Plan)</p>	<p>( refer to Creative Art : Sculpture Unit Plan)</p> <p><b>Jewelry</b> Skills and techniques possibilities include and not limited to:</p> <ul style="list-style-type: none"> <li>• functional and non-functional forms</li> <li>• cold finishes</li> <li>• quilling</li> <li>• chaining</li> <li>• stamping</li> <li>• piercing</li> <li>• sawing</li> <li>• finishing</li> <li>• casting pewter and other metals</li> <li>• mixed media</li> <li>• challenging scale</li> <li>• narratives</li> <li>• puzzles</li> <li>• symbols and metaphors</li> </ul> <p>( refer to Creative Art : Jewelry Unit Plan)</p>
<p><b>Fibers</b> Skills and techniques possibilities include and not limited to:</p> <ul style="list-style-type: none"> <li>• mixed media</li> <li>• portraits</li> <li>• narrative works</li> <li>• functional and non-functional forms</li> <li>• quilting</li> <li>• felting</li> <li>• batik</li> <li>• knitting</li> <li>• soft sculpture</li> <li>• embroidery</li> <li>• weaving</li> <li>• spinning</li> </ul>	<p><b>Mixed Media</b> Skills and techniques including and not limited to:</p> <ul style="list-style-type: none"> <li>• emotion, mood expressed through abstraction as mark-making</li> <li>• texture, value</li> <li>• surface treatment</li> <li>• artist's books</li> <li>• mixed media</li> <li>• portraits</li> <li>• narrative works</li> <li>• installations</li> </ul>