

# QUICK REFERENCE: 8<sup>TH</sup> GRADE VISUAL ARTS

## VISUAL ART KNOWING

### A. VISUAL MEMORY AND KNOWLEDGE

#### **Content Standard**

Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

#### **Rationale:**

The study of art involves not only creating art, but also knowing and remembering information and ideas about art and design. Museums, galleries, and other institutions employing arts professionals help preserve, protect, interpret, and evaluate works of art and architecture. Art critics, aestheticians, historians, and philosophers all work to better interpret the political, anthropological, social, philosophical, and psychological impact of the arts. Students in our schools need to know about art and design now and throughout history in order to better understand the arts, themselves, and the world around them.

#### **PERFORMANCE STANDARDS**

#### **By the end of grade 8 students will:**

- A.8.1 Develop a mental storehouse of images
- A.8.2 Learn appropriate vocabulary related to their study of art
- A.8.3 Know about styles of art from their own and other parts of the world
- A.8.4 Know about some styles of art from various times
- A.8.5 Demonstrate ways in which art is one of the greatest achievements of human beings
- A.8.6 Identify ways in which art is basic to thinking and communicating about the world

#### **Activities may include:**

- Starting a clipping file of images to be used as resources by students and teachers throughout the school
- Creating a museum-style exhibit for the language arts department on vocabulary related to artworks
- Creating a museum-style exhibit for the foreign language department on artworks from other countries
- Creating a museum-style exhibit for the social studies department related to artwork throughout history
- Studying the contributions of women, minorities, and various cultures to the world of art
- Finding a reproduction of an artwork that is relevant to each room throughout the school, such as Dutch still-life for the cafeteria and an M.C. Escher print for a mathematics room

## **B: ART HISTORY, CITIZENSHIP, AND ENVIRONMENT**

### **Content Standard**

Students in Wisconsin will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment, and social development.

### **Rationale:**

The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 8 students will:**

- B.8.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.8.2 Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places
- B.8.4 Know ways in which art is influenced by artists, designers, and cultures
- B.8.5 Understand how their choices in art are shaped by their own culture and society
- B.8.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers
- B.8.7 Understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities
- B.8.8 Learn about the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design

#### **Activities may include:**

- Comparing and contrasting two artworks that are different in materials, style, and concept, such as the sculptures of Bernini and Michelangelo
- Comparing different cultures' architectural work, such as the Brooklyn Bridge and the Eiffel Tower
- Discussing the changes in clothing styles worn by early and modern-day Americans
- Looking for influence of Japanese design on artists, such as French artist Edouard Manet and American architect Frank Lloyd Wright
- Talking about the influence of American society on student artwork
- Comparing the way art from another country, such as Australia, reflects different views about people, nature, and beauty
- Looking for solutions to aesthetic and design problems, such as noise barriers along urban highways
- Interviewing an art historian or museum curator

## **VISUAL ART DOING**

## **C: VISUAL DESIGN AND PRODUCTION**

### **Content Standard**

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

### **Rationale:**

There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, and bodies of knowledge that students learn, so do the visual arts.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 8 students will:**

- C.8.1 Know the elements and principles of design
- C.8.2 Understand what makes quality design
- C.8.3 Know how the design of art changes its meaning
- C.8.4 Use design techniques to improve and/or change artwork
- C.8.5 Use thumbnail sketches to experiment and start developing visual ideas
- C.8.6 Develop the craft and skills to produce quality art
- C.8.7 Understand the natural characteristics of materials and their possibilities and limitations
- C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork
- C.8.9 Come up with ideas and carry them through to completion of an original work of art

#### **Activities may include:**

- Looking at trees in the community and drawing them
- Comparing the different color systems used by printers, computer artists, painters, and scientists
- Having each student in class bring in an example of a common object, such as a cup, bowl, or tool, to compare the differences of the designs
- Comparing different artists' versions of a similar theme, such as Salvadore Dali's *Crucifixion* and Matthias Gruenwald's *Small Crucifixion*
- Examining students' artwork from the perspective of each element and principle of design to determine the works' strengths and weaknesses
- Developing an idea book of interesting images, photos, articles, poetry, and miniature objects along with sketches
- Keeping a sketchbook or idea book to record visual ideas
- Practicing throwing a pot on a potter's wheel
- Experimenting with watercolors and different watercolor brushes to find out the possibilities and limitations of the medium
- Keeping a journal recording the progress of daily work and self- and peer- assessments
- Keeping a portfolio of ideas and work in progress from sketches to the final product

## **D. PRACTICAL APPLICATIONS**

**Content Standard**

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art to their daily lives.

**Rationale:**

Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

**PERFORMANCE STANDARDS****By the end of grade 8 students will:**

- D.8.1 Know about the history, public art, and unique architecture of their cultural community
- D.8.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community
- D.8.3 Know how the environment influences the look and use of art, architecture, and design
- D.8.4 Understand basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality
- D.8.5 Learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

**Activities may include:**

- Preparing a photo essay of the architecture, public art, and public spaces in the community
- Inviting the art critic of the local newspaper to speak to the
- Class regarding her/his role and responsibilities
- Comparing the colors, materials, and styles of architecture found in different parts of the country, such as brick buildings in Boston, wood buildings in Wisconsin, bright colors in Miami, and skyscrapers in New York
- Creating an exhibit illustrating famous philosophies of art, such as “form follows function” and “less is more”
- Creating a glossary of art vocabulary in a journal or idea book
- Putting together a design team to brainstorm ways to make the school look better

**VISUAL ART COMMUNICATING**

## **E: VISUAL COMMUNICATION AND EXPRESSION**

### **Content Standard**

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

### **Rationale:**

Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 8 students will:**

- E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics
- E.8.2 Communicate complex ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia
- E.8.3 Communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products
- E.8.4 Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models
- E.8.5 Use the visual arts to express ideas that can't be expressed by words alone

#### **Activities may include:**

- Making a work of art, such as a print, about who one is as a person
- Making a scale model of a building to be part of an ideal community
- Making a box with hidden chambers that creatively communicates an idea
- Drawing a floor plan of a model room in which one can sleep, study, make art, watch videos, and dream
- Making a work of art, such as a political cartoon, that expresses an idea or strong feeling about a social issue

## **F. VISUAL MEDIA AND TECHNOLOGY**

**Content Standard**

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment

**Rationale:**

We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video, and other technological tools. Careers in areas such as multimedia design and the film industry are rich and growing. Art education teaches students how to understand and create with new technologies.

**PERFORMANCE STANDARDS****By the end of grade 8 students will:**

- F.8.1 Make informed judgments about mass media, such as magazines, television, computers, and films
- F.8.2 Understand some visual techniques used in mass media
- F.8.3 Interpret visual messages in advertisements, news, and entertainment programs
- F.8.4 Recognize stereotyping in visual media
- F.8.5 Understand the effects of production techniques on viewers' perceptions
- F.8.6 Create media works with a range of media techniques
- F.8.7 Develop a working knowledge of media production systems
- F.8.8 Revise media productions based on personal reflection

**Activities may include:**

- Finding out which is the most popular television program of elementary, middle, and high school students and why
- Comparing and contrasting advertisements on similar products, such as soft drinks or jeans
- Analyzing the visual choices made for a television program and how these choices make the program successful
- Looking for examples of stereotyping (race, gender, age, or occupation) in the media
- Identifying films in which computerized images are used to create unusual affects
- Using a variety of techniques to create images with a computer
- Doing a group video with a director, camera person, lighting designer, set designer, and sound technician
- Making some drawings, photos, or video clips to show several ways one would redesign a scene from film or video

**VISUAL ART THINKING**

## G. ART CRITICISM

### Content Standard

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

### Rationale:

People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

### PERFORMANCE STANDARDS

#### By the end of grade 8 students will:

G.8.1 Know that visual images are important tools for thinking and communicating

G.8.2 Know how to find the meanings in artwork

G.8.3 Analyze the meanings of artworks and design

G.8.4 Create works of art that have meanings

#### Activities may include:

- Looking at a culture's folk art to find out about the people and their times
- Without any background information, looking at works of art, such as Paula Modersohn-Becker's *Old Peasant Woman* and Andrew Wyeth's *Christina's World*, to learn about them
- Discussing deeper meanings about art and design, such as the real significance of the automobile in our culture or the social meanings of films like *Rambo*
- Creating a work of art about something deeply significant in one's life, such as the loss of a friend, or the happiest day

## H. VISUAL THINKING

**Content Standard**

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

**Rationale:**

Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

**PERFORMANCE STANDARDS****By the end of grade 8 students will:**

- H.8.1 Look at things using different methods and tools, such as through a microscope
- H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight
- H.8.3 Be able to draw, paint, and sculpt from life
- H.8.4 Create three-dimensional models
- H.8.5 Be able to read complex maps, charts, and plans
- H.8.6 Make and interpret photographs and videos

**Activities may include:**

- Using a microscope to see something, such as a drop of oil, from a new perspective
- Making a work of art, such as a watercolor, based on something seen through a microscope or telescope
- Creating charcoal sketches of the human figure
- Creating a self-portrait clay sculpture
- Collecting a variety of objects, such as stones, leaves, or other materials, to compare the shapes, colors, and textures
- Creating a three-dimensional model of the community based upon a map

**VISUAL ART UNDERSTANDING**

# I. PERSONAL AND SOCIAL DEVELOPMENT

## **Content Standard**

Students in Wisconsin will use their senses and emotions through art to develop their minds and to improve social relationships.

## **Rationale:**

Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.

## **PERFORMANCE STANDARDS**

### **By the end of grade 8 students will:**

- I.8.1 Use art to understand their own emotions
- I.8.2 Make art that reflects different feelings
- I.8.3 Talk or write about feelings in a variety of works of art
- I.8.4 Recognize that their own feelings affect how they look at art
- I.8.5 Understand that art reflects the time and place in which it was created
- I.8.6 Understand how creating or looking at art brings out feelings
- I.8.7 Work independently and collaboratively to produce ideas and works of art

### **Activities may include:**

- Creating a work of art that expresses deep feelings
- Making three works of art that express three feelings of the same image, such as a portrait of happiness, sadness, and surprise
- Finding a work of art, such as Picasso's *Guernica*, in which feelings are being expressed and discuss how the artist conveys the ideas
- Responding to two works of art in writing and comparing this response with that of a peer
- Discussing a work of art, such as Siqueiros' *Echo of a Scream*, which arouses feelings in you
- Finding out about the time and place an artwork was created to understand its influences, such as learning about the Old Stone Age to understand cave paintings
- Visiting an art museum to find a work of art, such as an original Rembrandt painting, that brings out powerful feelings

## **J. CULTURAL AND AESTHETIC UNDERSTANDING**

### **Content Standard**

Students in Wisconsin will reflect upon the nature of art and meaning in art and culture.

### **Rationale:**

Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 8 students will:**

- J.8.1 Begin to understand the purposes and functions of art
- J.8.2 Understand how the choice of materials and techniques influences the expressive quality of art
- J.8.3 Learn ways different cultures think about art
- J.8.4 Learn ways philosophers think about art
- J.8.5 Explore their own ideas about the purposes and meanings of art
- J.8.6 Learn the value of art as a basic part of being human
- J.8.7 Learn to use art criticism and aesthetic knowledge in art and design
- J.8.8 Explore different cultures' concepts of beauty
- J.8.9 Understand the difference between original artworks, reproductions, and copies
- J.8.10 Develop the ability to reflect and talk about works of art

#### **Activities may include:**

- Studying the role of art and art movements in a period of history, such as the role of the Bauhaus concept that form follows function, popular in the early 1900s
- Comparing the materials and techniques of two different works of art, such as Leonardo da Vinci's *Mona Lisa* and Andy Warhol's *Thirty Are Better Than One*
- Comparing works of art from two cultures, such as Mayan and African
- Interviewing an artist about what he or she feels is important about art
- Discussing and writing about why people make art
- Talking about different ways people create art and how it affects them
- Describing, analyzing, interpreting, and judging a work of art
- Comparing and contrasting works of art from different cultures, such as comparing the *Siva Who Bears the Crescent Moon* from India, and the *Nail Figitre* from Congo, Africa
- Creating a display that contrasts original art, reproductions, and copies of works of art
- Assessing students' art based on personal, peer, and teacher response

# VISUAL ART CREATING

## K. MAKING CONNECTIONS

### **Content Standard**

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

### **Rationale:**

Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 8 students will:**

- K.8.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.8.2 Invent new artistic forms to communicate ideas and solutions to problems
- K.8.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art
- K.8.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
- K.8.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design
- K.8.6 Explore the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

#### **Activities may include:**

- Selecting an assignment from another class, such as a scientific drawing of insects or a three-dimensional community of a world culture, to be done visually in the art class
- Creating a visual timeline showing the development of technology
- Creating a model of a city that addresses social concerns, such as poverty, crime, or drugs
- Doing an art project using tools from other areas, such as music, dance, mathematics, and foreign language
- Visiting a museum to learn about the creation of displays and the people involved in doing this
- Inviting a community member to share the art of his/her culture with the class

## **L. VISUAL IMAGINATION AND CREATIVITY**

### **Content Standard**

Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

### **Rationale:**

Imagination allows people to explore connections to the world, develop conceptual thought processes, and learn to use metaphors to arrive at original ideas. Art helps children become more creative, deal with complexity and ambiguity, be more flexible, solve problems in creative ways, use higher order thinking skills, and take risks.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 8 students will:**

- L.8.1 Use their knowledge, intuition, and experiences to develop ideas for artwork
- L.8.2 Develop a base of knowledge and skills from which to create new ideas
- L.8.3 Understand the role that personal traits, such as independent thinking, courage, integrity, insight, dedication and patience, play in creating quality art and design
- L.8.4 Understand that nature and other designs can be sources for new ideas
- L.8.5 Study ways that artists develop personal style that reflects who they are
- L.8.6 Understand that art is created by people of different cultures, expresses different ideas and concepts, and changes over time

#### **Activities may include:**

- Creating a work of art that shows how the student's experiences make him or her different from others
- Expanding on a work of art in progress with personal ideas
- Discussing times in which a student may try to be like others and times when he or she may think independently
- Finding the sources and background for one's art, such as the history of action cartoons and historical depictions of the horse
- Finding examples from nature or other artists that remind the student of his or her own work
- Looking at a collection of the student's artwork over time and determining those elements that describe personal style
- Creating a color drawing interpreting an apple in six different ways, such as realistic, abstract, impressionistic, surrealist, a graphic design, and a computer image