

HINSDALE VISUAL ART CURRICULUM

GRADE MIDDLE SCHOOL (6-8)

STANDARD: 1 Apply appropriate media, techniques, and processes.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. Students will be able to: Select media and analyze how it effectively communicates and expresses ideas;</p>	<p>Grade 6: :Blind contour drawing of hands gradations on background Modeling on hands Students chose color theme split complimentary, complimentary, analogous etc.</p> <p>Grade 7:Blind contour drawing of hands gradations on background Modeling on hands Students chose color theme split complimentary, complimentary, analogous etc.</p> <p>Grade 8: Blind contour drawing of shoes gradations on background Modeling on hands Students chose color theme split complimentary, complimentary, analogous etc.</p>	<p>Grade 6: Newsprint paper for thumbnails 80 Lb. Drawing Paper Permanent marker Color pencils</p> <p>Grade 7: Newsprint paper for thumbnails 80 Lb. Drawing Paper Permanent marker Color pencils</p> <p>Grade 8: Newsprint paper for thumbnails 80 Lb. Drawing Paper. Permanent markers Colored pencils</p>	<p>Guided self assessment via Rubric Emphasis on line quality color intensity/ saturation Use of space</p>
<p>b. Students will be able to: Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas;</p>	<p>Grade 6: :Using references students will combine two images to make one original drawing with a personal meaning</p> <p>Grade 7:Using references students will combine two images to make one original drawing with a personal</p>	<p>Grade 6: Newsprint paper for thumbnails 80 Lb. Drawing Paper Permanent marker Color pencils</p> <p>Grade 7:Newsprint paper for thumbnails Colored pencil</p>	<p>Guided self assessment via Teacher generated Rubric One page artist's statement</p>

	<p>meaning</p> <p>Grade 8: Draw a significant day Students will Illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design</p>	<p>80lbs paper</p> <p>Drawing pencils</p> <p>Grade 8: Newsprint paper for thumbnails</p> <p>40 Lb. paper or better 12 by 18 format.</p> <p>Introduce Millet, Hopper</p>	
<p>c. Students will be able to: Express and communicate ideas symbolically and realistically;</p>	<p>Grade 6: Student will make assemblages from magazine images to create a surreal landscape</p> <p>Grade 7: Student will make assemblages from magazine images to create a surreal landscape</p> <p>Grade 8: Draw a significant day Students will Illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design</p>	<p>Grade 6: Large stiff paper glue</p> <p>Magazines</p> <p>Exact-o knives</p> <p>Glue</p> <p>Acrylic medium</p> <p>Grade 7: Large stiff paper glue</p> <p>Magazines</p> <p>Exact-o knives</p> <p>Glue</p> <p>Acrylic medium</p> <p>Grade 8: Newsprint paper for thumbnails</p> <p>40 Lb. paper or better 12 by 18 format.</p> <p>Introduce Millet, Hopper</p>	<p>Guided self assessment via Rubric on measurable objective emphasis on control of medium use of space continuity</p>

<p>d. Student will be able to: Use increasingly complex art materials and tools in a safe and responsible manner.</p>	<p>Grade 6: Student will make assemblages from magazine images to create a surreal landscape Grade 7: Student will make assemblages from magazine images to create a surreal landscape Grade 8: Nonobjective stencil painting in the style of Davis, Klee, Mondrian</p>	<p>Grade 6: Large stiff paper glue Magazines Exact-o knives Glue Acrylic medium Grade 7: Large stiff paper glue Magazines Exact-o knives Glue Acrylic medium Grade 8: Large stiff paper glue Magazines exact-o knives Introduce students to Davis Klee Mondrian</p>	<p>Guided self assessment via Rubric on measurable objective emphasis on control of medium use of space continuity</p>
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STANDARD: 2 Identify and apply the elements of visual arts and principles of design.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. Students will be able to: Recognize and reflect on the effects of arranging visual characteristics in works of art;</p>	<p>Grade 6: Student will make assemblages from magazine images to create a surreal landscape Grade 7: Student will make assemblages from magazine images to create a surreal landscape Grade 8: : Nonobjective stencil painting in the style of Davis, Kale, Mondrian</p>	<p>Grade 6: Large stiff paper glue Magazines Exact-o knives Glue Acrylic medium Grade 7: Large stiff paper glue Magazines Exact-o knives Glue Acrylic medium Grade 8: Large stiff paper glue Magazines exact-o knives Introduce students to Davis Kale Mondrian</p>	<p>Guided self assessment via Rubric on measurable objective emphasis on control of medium use of space continuity</p>

<p>b. Students will be able to: Select and use the elements of art and principles of design to improve communication and expression of ideas;</p>	<p>Grade 6: Using references students will combine two images to make one original drawing with a personal meaning Grade 7:Using references students will combine two images to make one original drawing with a personal meaning Grade 8: Draw a significant day Students will Illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements and principles of design</p>	<p>Grade 6: Newsprint paper for thumbnails Colored pencil 80lbs paper Drawing pencils</p> <p>Grade 7:Newsprint paper for thumbnails Colored pencil 80lbs paper Drawing pencils Grade 8: Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper</p>	<p>Guided self assessment via Rubric Emphasis on composition</p>
<p>c. Students will be able to: Describe and analyze visual characteristics of works of art using visual arts terminology.</p>	<p>Grade 6: Using references students will combine two images to make one original drawing with a personal meaning Grade 7:Using references students will combine two images to make one original drawing with a personal meaning Grade 8: Illustrate a narrative work Develop and explore an</p>	<p>Grade 6: Newsprint paper for thumbnails Colored pencil 80lbs paper Drawing pencils</p> <p>Grade 7:Newsprint paper for thumbnails Colored pencil 80lbs paper Drawing pencils Grade 8: Newsprint paper for</p>	<p>Guided self assessment via Rubric Emphasis on composition</p> <p>One page artist’s statement</p>

	idea with thumbnails and then transpose image to larger format. Introduction to line and color for the elements and principles of design	thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper	
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STANDARD: 3: Select and apply a range of subject matter, symbols and ideas.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
a. Students will be able to: Use subjects, themes, and symbols that communicate and express intended meaning in their artwork;	<p>Grade 6: Using references students will combine two images to make one original drawing with a personal meaning</p> <p>Grade 7: Using references students will combine two images to make one original drawing with a personal meaning</p> <p>Grade 8: Draw a significant day Students will Illustrate a narrative 2-D work using line and color. Develop and explore an idea with thumbnails and then transpose image to a larger format. Introduction to line and color for the elements</p>	<p>Grade 6: Newsprint paper for thumbnails Colored pencil 80lbs paper Drawing pencils</p> <p>Grade 7: Newsprint paper for thumbnails Colored pencil 80lbs paper Drawing pencils</p> <p>Grade 8: Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper</p>	<p>Guided self assessment via Rubric Emphasis on composition/narrative</p> <p>Artist Statement English</p>

	and principles of design		
b. Students will be able to: Consider and compare the sources for subject matter, symbols, and ideas in their own and others' work.	<p>Grade 6: Interim critique and final critique of their work and peers. Critical evaluation of Artist's work</p> <p>Grade 7: Interim critique and final critique of their work and peers. Critical evaluation of Artist's work</p> <p>Grade 8: Interim critique and final critique of their work and peers. Critical evaluation of Artist's work</p>	<p>Grade 6: Billboard pushpins neutral background</p> <p>Grade 7: Billboard pushpins neutral background</p> <p>Grade 8: Billboard pushpins neutral background</p>	Teacher assessment via discussion rubric Presentations

STANDARD: 4. Analyze the visual arts in relation to history and culture.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
a. Students will be able to: Compare the characteristics of works of art representing various cultures, historical periods, and artists;	<p>Grade 6: Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p> <p>Grade 7: Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with</p>	<p>Grade 6: Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet</p> <p>Grade 7: Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet</p> <p>Grade 8: Clay and various clay tools</p>	Rubric emphasis on construction and design

	<p>clear glaze</p> <p>Grade 8: Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p>	<p>Newsprint for design</p> <p>Cross cultural and historical references</p> <p>Clay and textile art via Internet</p>	
<p>b. Students will be able to: Describe and place a variety of art objects by style and artist, and by historical and cultural contexts;</p>	<p>Grade 6: Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p> <p>Grade 7:Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p> <p>Grade 8: Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p>	<p>Grade 6: Clay and various clay tools</p> <p>Newsprint for design</p> <p>Anasazi art references</p> <p>Clay and textile art via Internet</p> <p>Grade 7:Clay and various clay tools</p> <p>Newsprint for design</p> <p>Anasazi art references</p> <p>Clay and textile art via Internet</p> <p>Grade 8: Clay and various clay tools</p> <p>Newsprint for design</p> <p>Cross cultural and historical references</p> <p>Clay and textile art via Internet</p>	<p>Rubric emphasis on construction and design</p>
<p>c. Students will be able to: Describe how a given work of art can be interpreted</p>	<p>Grade 6: Design and clay bowls using several methods of construction including:</p>	<p>Grade 6: Clay and various clay tools</p> <p>Newsprint for design</p>	<p>Rubric emphasis on construction and design</p>

<p>differently in various cultures and time;</p>	<p>pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze Grade 7:Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze Grade 8: Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p>	<p>Anasazi art references Clay and textile art via Internet Grade 7:Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet Grade 8: Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet</p>	
<p>d. Students will be able to: Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art;</p>	<p>Grade 6: Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze Grade 7:Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze Grade 8: Design and clay</p>	<p>Grade 6: Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet Grade 7:Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet Grade 8: Clay and various clay tools Newsprint for design Cross cultural and historical</p>	<p>Rubric emphasis on construction</p>

	<p>masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p>	<p>references Clay and textile art via Internet</p>	
<p>e. Students will be able to: Identify artists who have used New Hampshire and New England as their subject and know where such works may be viewed</p>	<p>Grade 6: Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze Grade 7:Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze Grade 8: Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p>	<p>Grade 6: Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet Grade 7:Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet Grade 8: Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet</p>	<p>Rubric emphasis on construction</p>
<p>f. Students will be able to: Create a work of art that reflects historical and/or cultural context;</p>	<p>Grade 6: Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate</p>	<p>Grade 6: Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet</p>	<p>Rubric emphasis on construction</p>

	<p>with under glaze protect with clear glaze</p> <p>Grade 7:Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p> <p>Grade 8: Design and clay masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze</p>	<p>Grade 7:Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet</p> <p>Grade 8: Clay and various clay tools Newsprint for design Cross cultural and historical references Clay and textile art via Internet</p>	
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STANDARD: 5. Analyze, interpret and evaluate their own and others' artwork.

Knowledge & Skill	Suggested	Suggested Resources & Materials	Assessment
<p>a. Students will be able to: Compare multiple purposes for creating works of art;</p>	<p>Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Activities</p> <p>Grade 6: Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 7:Design a monster for the pixar movie Monster Inc. Construct monster with paper</p>	<p>Grade 6: PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p> <p>Grade 7:PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p>	<p>Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel</p>

	<p>mache Include a biography and personality profile</p> <p>Grade 8: Presentations for Superhero vs. villain storyboard Students will design original characters and biographies</p>	<p>Paper mache Paint</p> <p>Grade 8: How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper</p>	
<p>b. Students will be able to: Analyze the meanings of contemporary and historic artworks;</p>	<p>Grade 6: Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 7:Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 8: Presentations for Superhero vs. villain storyboard Students will design original characters and biographies</p>	<p>Grade 6: PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p> <p>Grade 7:PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p> <p>Paper mache Paint</p> <p>Grade 8: How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper</p>	<p>Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel</p>
<p>c. Students will be able to: Evaluate the quality and effectiveness of their own and others' work by using specific criteria;</p>	<p>Grade 6: Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 7:Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p>	<p>Grade 6: PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p> <p>Grade 7:PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p> <p>Paper mache Paint</p>	<p>Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel</p>

	<p>Grade 8: Presentations for Superhero vs. villain storyboard Students will design original characters and biographies</p>	<p>Grade 8: How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper</p>	
<p>d. Students will be able to: Describe their own responses to, and interpretation of, specific works of art;</p>	<p>Grade 6: Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 7:Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 8: Presentations for Superhero vs. villain storyboard Students will design original characters and biographies</p>	<p>Grade 6: PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p> <p>Grade 7:PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm Paper mache Paint</p> <p>Grade 8: How to watch a cartoon pamphlet. Marvel DC and various Comic book exemplars Colored pencils Perm markers, paper</p>	<p>Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel</p>
<p>e. Students will be able to: Describe their own artistic growth over time in relation to specific criteria.</p>	<p>Grade 6: Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 7:Design a monster for the pixar movie Monster Inc. Construct monster with paper mache Include a biography and personality profile</p> <p>Grade 8: Presentations for Superhero vs. villain storyboard</p>	<p>Grade 6: PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm</p> <p>Grade 7:PowerPoint about the design procedure monster. Introduce Goya Brother's Grimm Paper mache Paint</p> <p>Grade 8: How to watch a cartoon pamphlet. Marvel DC</p>	<p>Rubric checklist for criteria present evidence of planning and finish product to the class as if it were a design panel</p>

	Students will design original characters and biographies	and various Comic book exemplars Colored pencils Perm markers, paper	
f. Students will be able to: Describe their own artistic growth over time in relation to specific criteria.	Grade 6: Grade 7: Grade 8:	Grade 6: Grade 7: Grade 8:	

STANDARD: 6 Students will make connections among the visual arts, other disciplines, and daily life.

Knowledge & Skill	Suggested Activities	Suggested Resources & Materials	Assessment
a. Students will be able to: Compare characteristics of works of art and other art forms that share similar subject matter, themes and purposes;	Grade 6: Draw to different music genre Compare outcome Grade 7: Draw to different music genre Compare outcome Describe cause and effect of the musical influence on their work Grade 8: Illustrate a song or poem of students choice	Grade 6: Analog record player Miles Davis ESP, Bach Chaconne partita, Beethoven's 3rd or 5 th , Pearl Jam Spin the Black Circle Grade 7: Analog record player Miles Davis ESP, Bach Chaconne partita, Beethoven's 3rd or 5 th , Pearl Jam Spin the Black Circle Grade 8: Colored pencil and or paint Bristol board Internet for references	Rubric emphasis on use of space color intensity and saturation
b. Students will be able to: Create art work that reflects the connections among visual arts and other disciplines	Grade 6: Draw to different music genre Compare outcome Grade 7: Draw to different	Grade 6: Grade 7: Analog record player Miles Davis ESP, Bach Chaconne partita,	Rubric emphasis on use of space color intensity and saturation

	music genre Compare outcome Describe cause and effect of the musical influence on their work Grade 8: Illustrate a song or poem of students choice	Beethoven's 3rd or 5 th , Pearl Jam Spin the Black Circle Grade 8: Colored pencil and or paint Bristol board Internet for references	
c. Students will be able to: Apply the principles of design in solving a visual arts problem.	Grade 6: Draw to different music genre Compare outcome Grade 7: Draw to different music genre Compare outcome Describe cause and effect of the musical influence on their work Grade 8: Illustrate a song or poem of students choice	Grade 6: Analog record player Miles Davis ESP, Bach Chaconne partita, Beethoven's 3rd or 5 th , Pearl Jam Spin the Black Circle Grade 7: Analog record player Miles Davis ESP, Bach Chaconne partita, Beethoven's 3rd or 5 th , Pearl Jam Spin the Black Circle Grade 8: Colored pencil and or paint Bristol board Internet for references	Rubric emphasis on use of space color intensity and saturation

STANDARD: 7 Understand the range of careers in the field of visual arts and identify careers associated with this field.

Knowledge	Suggested Activities	Suggested Resources & Materials	Assessment
a. Students will be able to: Identify visual artists who are recognized locally, nationally, and internationally;	Grade 6: Choose an artist from the Gallery walk in Brattleboro Create a homage image	Grade 6: Introduce artist from the www.gallerywalk.org Various art supplies Grade 7: Introduce artist from	Teacher assessment via rubric emphasis on use of composition and control of medium

	<p>Grade 7: Choose an artist from the Gallery walk in Brattleboro Create a homage image</p> <p>Grade 8: Choose an artist from the Gallerywalk in Brattleboro Create a homage image</p>	<p>the www.gallerywalk.org Various art supplies</p> <p>Grade 8: Introduce artist from the www.gallerywalk.org Various art supplies</p>	
<p>b. Students will be able to: describe occupations in which knowledge of design principles is important, such as fashion, manufacturing, advertising and web design.</p>	<p>Grade 6:</p> <p>Grade 7:</p> <p>Grade 8:</p>	<p>Grade 6:</p> <p>Grade 7:</p> <p>Grade 8:</p>	