HINSDALE VISUAL ART CURRICULUM

GRADE **MIDDLE SCHOOL (6-8)** STANDARD: **1 Apply appropriate media, techniques, and processes.**

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

c. Students will be able to:	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 Grade 6: Student will make assamblages from magazing	 80lbs paper Drawing pencils Grade 8: Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper Grade 6: Large stiff paper glue	Guided self assessment via
Express and communicate ideas symbolically and realistically;	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: 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	Magazines Exact-o knives Glue Acrylic medium Grade 7: Large stiff paper glue Magazines Exact-o knives Glue Acrylic medium Grade 8: Newsprint paper for thumbnails 40 Lb. paper or better 12 by 18 format. Introduce Millet, Hopper	Rubric on measurable objective emphasis on control of medium use of space continuity

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

STANDARD: 2 Identify and apply the elements of visual arts and principles of design.

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

b. Students will be able to:	Grade 6: Using references	Grade 6: Newsprint paper for	Guided self assessment via
Select and use the elements of	students will combine two	thumbnails	Rubric
art and principles of design to	images to make one original	Colored pencil	Emphasis on composition
improve communication and	drawing with a personal	80lbs paper	1 1
expression of ideas;	meaning	Drawing pencils	
1	Grade 7:Using references	01	
	students will combine two	Grade 7:Newsprint paper for	
	images to make one original	thumbnails	
	drawing with a personal	Colored pencil	
	meaning	80lbs paper	
	Grade 8: Draw a significant	Drawing pencils	
	day Students will Illustrate a	Grade 8: Newsprint paper for	
	narrative 2-D work using line	thumbnails	
	and color. Develop and explore	40 Lb. paper or better 12 by 18	
	an idea with thumbnails and	format.	
	then transpose image to a larger	Introduce Millet, Hopper	
	format. Introduction to line and		
	color for the elements and		
	principles of design		
c. Students will be able to:	Grade 6: Using references	Grade 6: Newsprint paper for	Guided self assessment via
Describe and analyze visual	students will combine two	thumbnails	Rubric Emphasis on
characteristics of works of art	images to make one original	Colored pencil	composition
using visual arts terminology.	drawing with a personal	80lbs paper	
	meaning	Drawing pencils	One page artist's statement
	Grade 7:Using references		
	students will combine two	Grade 7:Newsprint paper for	
	images to make one original	thumbnails	
	drawing with a personal	Colored pencil	
	meaning	80lbs paper	
	Grade 8: Illustrate a narrative	Drawing pencils	
	work Develop and explore an	Grade 8: Newsprint paper for	

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

	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.	Grade 6: Interim critique and final critique of their work and peers. Critical evaluation of Artist's work Grade 7:Interim critique and final critique of their work and peers. Critical evaluation of Artist's work Grade 8: Interim critique and final critique of their work and peers. Critical evaluation of Artist's work	Grade 6: Billboard pushpins neutral background Grade 7:Billboard pushpins neutral background Grade 8: Billboard pushpins neutral background	Teacher assessment via discussion rubric Presentations

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

Knowledge & Skill	Suggested Activities	Suggested Resources &	Assessment
		Materials	
a. Students will be able to:	6 3	Grade 6: Clay and various	Rubric emphasis on
Compare the characteristics of	bowls using several methods of	clay tools	construction and design
works of art representing	construction including:	Newsprint for design	
various cultures, historical	pinching, coil, slab, hollowing	Anasazi art references	
periods, and artists;	out effigy clay bowls decorate	Clay and textile art via Internet	
	with under glaze protect with		
	clear glaze	Grade 7:Clay and various clay	
	Grade 7:Design and clay	tools	
	bowls using several methods of	Newsprint for design	
	construction including:	Anasazi art references	
	pinching, coil, slab, hollowing	Clay and textile art via Internet	
	out effigy clay bowls decorate	Grade 8: Clay and various	
	with under glaze protect with	clay tools	

	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	Newsprint for design Cross cultural and historical references Clay and textile art via Internet	
b. Students will be able to: Describe and place a variety of art objects by style and artist, and by historical and cultural contexts;	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	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	Rubric emphasis on construction and design
c. Students will be able to: Describe how a given work of	Grade 6: Design and clay bowls using several methods of	Grade 6: Clay and various clay tools	Rubric emphasis on construction and design
art can be interpreted	construction including:	Newsprint for design	

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differently in various cultures	pinching, coil, slab, hollowing	Anasazi art references	
and time;	out effigy clay bowls decorate	Clay and textile art via Internet	
	with under glaze protect with		
	clear glaze	Grade 7:Clay and various clay	
	Grade 7:Design and clay	tools	
	bowls using several methods of	Newsprint for design	
	construction including:	Anasazi art references	
	pinching, coil, slab, hollowing	Clay and textile art via Internet	
	out effigy clay bowls decorate	Grade 8: Clay and various	
	with under glaze protect with	clay tools	
	clear glaze	Newsprint for design	
	Grade 8: Design and clay	Cross cultural and historical	
	masks using several methods	references	
	of construction including:	Clay and textile art via Internet	
	pinching, coil, slab, hollowing		
	out effigy clay bowls decorate		
	with under glaze protect with		
	clear glaze		
	0		
d. Students will be able to:	Grade 6: Design and clay	Grade 6: Clay and various	Rubric emphasis on
Analyze, describe, and	bowls using several methods of	clay tools	construction
demonstrate how factors of	construction including:	Newsprint for design	
time and place influence visual	pinching, coil, slab, hollowing	Anasazi art references	
-	1 0 0	Clay and textile art via Internet	
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e	e 1	Grade 7:Clay and various clay	
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	clear glaze	Newsprint for design	
	VIVAL BIALLY		
characteristics that give meaning and value to a work of art;	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	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	

	masks using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate with under glaze protect with clear glaze	references Clay and textile art via Internet	
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	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	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	Rubric emphasis on construction
f. Students will be able to: Create a work of art that reflects historical and/or cultural context;	Grade 6: Design and clay bowls using several methods of construction including: pinching, coil, slab, hollowing out effigy clay bowls decorate	Grade 6: Clay and various clay tools Newsprint for design Anasazi art references Clay and textile art via Internet	Rubric emphasis on construction

clear glaze Grade 7:Desi bowls using se construction in pinching, coil, out effigy clay with under gla clear glaze Grade 8: Desi masks using se of construction pinching, coil, out effigy clay	gn and claytoolseveral methods of ncluding:Newsprint for Anasazi art re Clay and texti Grade 8: Clay clay toolsy bowls decorate uze protect withGrade 8: Clay clay toolsign and clay everal methodsCross cultural references	eferences ile art via Internet by and various
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STANDARD: 5. Analyze, interpret and evaluate their own and others' artwork.

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

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

	Grade 8: Presentations for	Grade 8: How to watch a	
	Superhero vs. villain storyboard	cartoon pamphlet. Marvel DC	
	Students will design original	and various Comic book	
	characters and biographies	exemplars	
	characters and biographies	1	
		Colored pencils	
		Perm markers, paper	
d. Students will be able to:	Grade 6: Design a monster for	Grade 6: PowerPoint about the	Rubric checklist for criteria
Describe their own responses to,	the pixar movie Monster Inc.	design procedure monster.	present evidence of planning
and interpretation of, specific	Construct monster with paper	Introduce Goya Brother's	and finish product to the class as
works of art;	mache Include a biography and	Grimm	if it were a design panel
	personality profile	Grade 7:PowerPoint about the	
		design procedure monster.	
	Grade 7:Design a monster for	Introduce Goya Brother's	
	the pixar movie Monster Inc.	Grimm	
	Construct monster with paper	Paper mache	
	mache Include a biography and	Paint	
	personality profile	Grade 8: How to watch a	
	Grade 8: Presentations for	cartoon pamphlet. Marvel DC	
	Superhero vs. villain storyboard	and various Comic book	
	Students will design original	exemplars	
	characters and biographies	Colored pencils	
		Perm markers, paper	
e. Students will be able to:	Grade 6: Design a monster for	Grade 6: PowerPoint about the	Rubric checklist for criteria
Describe their own artistic	the pixar movie Monster Inc.	design procedure monster.	present evidence of planning
growth over time in relation to	Construct monster with paper	Introduce Goya Brother's	and finish product to the class as
specific criteria.	mache Include a biography and	Grimm	if it were a design panel
1	personality profile	Grade 7:PowerPoint about the	
	Grade 7: Design a monster for	design procedure monster.	
	the pixar movie Monster Inc.	Introduce Goya Brother's	
	Construct monster with paper	Grimm	
	mache Include a biography and	Paper mache	
	personality profile	Paint	
	Grade 8: Presentations for	Grade 8: How to watch a	
	Superhero vs. villain storyboard	cartoon pamphlet. Marvel DC	
	Supernero vs. vinam storyooalu		

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

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

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

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