

<b>Grade 8 Art: Creating Standard 1</b>	
<b>Anchor Standard 1:</b>	
Generate and conceptualize artistic ideas and work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
<ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means.</li> <li>2. Hinsdale students will be able to solve problems</li> <li>3. Hinsdale students will take responsibility for their own learning.</li> <li>5. Hinsdale students will demonstrate technical fluency and adaptability.</li> <li>6. Hinsdale students will demonstrate responsibility for their actions and choices.</li> </ol>	
<b>Enduring Understandings:</b>	
Creativity and innovative thinking are essential life skills that can be developed.	
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	
<b>Learning Competencies</b>	<b>Essential Questions</b>

*Students will be able to:*

Document early stages of the creative process visually and/or verbally in traditional or new media.

Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design

What conditions, attitudes, and behaviors support creativity and innovative thinking?

What factors prevent or encourage people to take creative risks?

How does collaboration expand the creative process?

How does knowing the contexts histories, and traditions of art forms help us create works of art and design?

Why do artists follow or break from established traditions?

How do artists determine what resources and criteria are needed to formulate artistic investigations?

<b>Grade 8 Art: Creating Standard 2</b>	
<b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work.	
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<b>Enduring Understandings:</b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches  Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks  People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	
<b>Learning Competencies</b>	<b>Essential Questions</b>

*Students will be able to:*

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Select, organize, and design images and words to make visually clear and compelling presentations

How do artists work?

How do artists and designers determine whether a particular direction in their work is effective?

How do artists and designers learn from trial and error?

How do artists and designers care for and maintain materials, tools, and equipment?

Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?

What responsibilities come with the freedom to create?

<b>Grade 8 Art: Creating Standard 3</b>	
<b>Anchor Standard 3:</b>  Refine and complete artistic work.	
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<b>Enduring Understandings:</b>  Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress	What role does persistence play in revising, refining, and developing work?  How do artists grow and become accomplished in art forms?  How does collaboratively reflecting on a work help us experience it more completely?

<b>Grade 8 Art: Presenting Standard 1</b>	
<b>Anchor Standard 4:</b>	
Select, analyze, and interpret artistic work for presentation.	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
<ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means.</li> <li>2. Hinsdale students will be able to solve problems</li> <li>3. Hinsdale students will take responsibility for their own learning.</li> <li>5. Hinsdale students will demonstrate technical fluency and adaptability.</li> <li>6. Hinsdale students will demonstrate responsibility for their actions and choices.</li> </ol>	
<b>Enduring Understandings:</b>	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p>How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p>

<b>Grade 8 Art: Presenting Standard 2</b>	
<b>Anchor Standard 5:</b>	
Develop and refine artistic techniques and work for presentation.	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
<ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means.</li> <li>2. Hinsdale students will be able to solve problems</li> <li>3. Hinsdale students will take responsibility for their own learning.</li> <li>5. Hinsdale students will demonstrate technical fluency and adaptability.</li> <li>6. Hinsdale students will demonstrate responsibility for their actions and choices.</li> </ol>	
<b>Enduring Understandings:</b>	
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.</p>	<p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>

<b>Grade 8 Art: Presenting Standard 3</b>	
<b>Anchor Standard 6:</b>	
Convey meaning through the presentation of artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
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<b>Enduring Understandings:</b>	
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>	<p>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>



<b>Grade 8 Art: Responding Standard 1</b>	
<b>Anchor Standard 7:</b>	
Perceive and analyze artistic work	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
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<b>Enduring Understandings:</b>	
<p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>Visual imagery influences understanding of and responses to the world.</p>	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p>Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>	<p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is an image?</p> <p>Where and how do we encounter images in our world?</p> <p>How do images influence our views of the world?</p>

<b>Grade 8 Art: Responding Standard 2</b>	
<b>Anchor Standard 8:</b>	
Interpret intent and meaning in artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>	
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<b>Enduring Understandings:</b>	
People gain insights into meanings of artworks by engaging in the process of art criticism.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	<p>What is the value of engaging in the process of art criticism?</p> <p>How can the viewer "read" a work of art as text?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>

<b>Grade 8 Art: Responding Standard 3</b>	
<b>Anchor Standard 9:</b>	
Apply criteria to evaluate artistic work.	
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<b>Enduring Understandings:</b>	
People evaluate art based on various criteria.	
Learning Competencies	Essential Questions
<i>Students will be able to:</i>  Create a convincing and logical argument to support an evaluation of art.	How does one determine criteria to evaluate a work of art?  How and why might criteria vary?  How is a personal preference different from an evaluation?

<b>Grade 8 Art: Connecting Standard 1</b>	
<b>Anchor Standard 10:</b>	
Synthesize and relate knowledge and personal experiences to make art.	
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<b>Enduring Understandings:</b>	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	<p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<b>Grade 8 Art: Connecting Standard 2</b>	
<b>Anchor Standard 11:</b>	
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	
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<b>Enduring Understandings:</b>	
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	How does art help us understand the lives of people of different times, places, and cultures?  How is art used to impact the views of a society?  How does art preserve aspects of life?