

Visual Arts Curriculum

Sixth - Eighth Grade

By the end of Eighth Grade students will select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas and reflect upon the effectiveness of their choices. They are able to use themes, subjects and symbols and know and compare the characteristics of artwork in various eras and cultures. At this level students are able to describe and place a variety of art objects in historical and cultural contexts as well as analyze contemporary and historic meanings in specific artworks and describe ways in which the principles and subject matter of other disciplines are interrelated with the visual arts as well as celebrate their heritage through art reflective of Catholic tradition.

Archdiocese of Santa Fe Standard 1: Students understand and apply a variety of art materials, techniques and processes.

NSAE Visual Arts Standard 1. Understanding and applying media, techniques, and processes.

Critical for Mastery in Grades Six, Seven and Eight

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students explore, understand and demonstrate the differences between materials, techniques and processes.		
1. Identify the media used in art: <ul style="list-style-type: none"> • Drawing tools (crayon, marker, pencil, oil pastel, soft pastel, chalk, charcoal, straight edge/<i>ruler</i>, <i>compass</i>, <i>graphite pencil</i>, template/stencil) • Paint (water color, tempera) • Paper (drawing, construction, tracing, watercolor, <i>graphite paper</i>, <i>scratch</i>) 	<ul style="list-style-type: none"> • Students use art vocabulary. • Students look at and identify artwork made from various media. • Students identify each form of media used in an artwork. 	

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<p><i>board)</i></p> <ul style="list-style-type: none"> • Clay or dough (modeling clay, air dry clay, earthen clay) • Recyclable, natural and/or found objects 		
<p>2. Demonstrate techniques and processes:</p> <ul style="list-style-type: none"> • Drawing techniques (guided drawing, drawing from memory, drawing from observation, contour drawing, shading, stipple, tracing, <i>gestural, linear perspective, cross hatching, form drawing</i>) • Color mixing a variety of media • Painting (brush, dry brush, resist, wash, <i>impasto, scraffitto</i>) • Collage multi-media (cutting, tearing, folding, pasting) • Clay (coils, ball, pinch, attaching, slab, <i>glazing, firing</i>) • Printmaking (create templates) • Fibers (<i>loom weaving</i>, radial weaving, sewing) • Sculpture using a variety of media (<i>additive and subtractive sculpture</i>) • Sketchbook 	<ul style="list-style-type: none"> • Each student uses a sketchbook. • Students use various media and techniques to explore differences in media and techniques. • Students use the storyboarding/cartooning technique. • Students experiment with a variety of strokes using brushes of a number of sizes. • Students make paper sculptures using the origami technique. • Students create a portrait using colored pencils. • Students weave a simple pouch. • Students paint and/or glaze clay. • Each student uses a portfolio to reflect, review and assess growth. • Teacher sets up a still life in classroom so students can draw what they see. • Using an armature (framework) students create a sculpture. • Teacher places students in action poses so other students can practice drawing figures in action. • Students make a personalized rubber stamp. 	
<p>B. Students use different media, techniques and processes to communicate.</p>		
<p>1. Using the media, techniques and processes from A1 and A2, students will</p>	<ul style="list-style-type: none"> • Students reflect upon and discuss how media and process can communicate 	

communicate: <ul style="list-style-type: none"> • Feelings • Ideas • Experiences • Personal expression • Stories • Memories • Family • Catholic faith • Cultural expression • Collaborative expression • <i>Symbolism</i> 	meaning (artist intent). <ul style="list-style-type: none"> • Students create an artwork. Classmates identify the media and techniques used as well as the intended meaning. 	
C. Students use art materials and tools in a safe and responsible manner.		
1. Students use age and grade level art materials and tools in a safe and responsible manner.	<ul style="list-style-type: none"> • Students demonstrate safe and responsible use of a variety of art tools. 	

Archdiocese of Santa Fe Standard 2: Students identify, understand and apply the elements of art and principles of design.

NSAE Standard 2: Using knowledge of structures and functions.

Critical for Mastery in Grades Six, Seven and Eight

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students identify the elements of art and principles of design.		

<p>1. Students identify, name and define the elements of art.</p> <ul style="list-style-type: none"> • Space • Shape • Form • Line • Color • Texture • Value 	<ul style="list-style-type: none"> • Students use art vocabulary. • Students look at PowerPoint, Prezi, slides or posters and discuss elements seen in more complex artwork. 	
<p>2. Students identify, name and define the principles of design.</p> <ul style="list-style-type: none"> • Pattern (rhythm/movement) • Variety and unity • Emphasis • Balance • Proportion 	<ul style="list-style-type: none"> • Students use art vocabulary. • Students look at PowerPoint, Prezi, slides or posters and discuss principles seen in more complex artwork. 	
<p>B. Students understand and apply the elements of art.</p>		
<p>1. Space</p> <ul style="list-style-type: none"> • Identify advanced linear perspective <ul style="list-style-type: none"> ○ Positive/negative ○ Proportion ○ <i>1 pt</i> ○ <i>2 pt</i> 	<ul style="list-style-type: none"> • Students create an artwork using the Positive/Negative Mexican paper cutting technique—“Papel Picado”—and develop a design (actual cutting process that uses an “exacto” knife may not be appropriate for all age levels). • Students create drawing boxes, box shape letters in 1 point and 2 point perspective (many short, easy, step by step, easily reproducible resources available on the internet). • Using online sources, students collect samples of a variety of Architectural designs. 	
<p>2. Shape</p> <ul style="list-style-type: none"> • Recognize a complex design from 	<ul style="list-style-type: none"> • Students make own stamp, using simple shape(s) and negative space. 	

<ul style="list-style-type: none"> simple shapes <ul style="list-style-type: none"> ○ Organic ○ Geometric ○ Complex shape 	<ul style="list-style-type: none"> ● Students create a variety of shapes using stylization of many early cultures, and of many modern cultures—African, American, Middle Eastern, Egyptian and combine organic and geometric shapes in complex design. 	
<p>3. Form</p> <ul style="list-style-type: none"> ● Adding value to form <ul style="list-style-type: none"> ○ Three dimensional ○ Width, height, depth 	<ul style="list-style-type: none"> ● Students make a variety of soap carvings. ● Students create a sculpture using clay. ● Students use ceramic tile making a Talavera style design. ● Students create a Metal relief—(traditional New Mexican tin). 	
<p>4. Line</p> <ul style="list-style-type: none"> ● Direction and Quality ● Know and draw a variety of lines <ul style="list-style-type: none"> ○ <i>Implied line</i> ○ <i>Gestural drawing</i> ○ <i>Calligraphy</i> 	<ul style="list-style-type: none"> ● Students create a drawing using contour and blind contour lines. ● Using calligraphy, students illuminate books of the Bible. ● Students experiment with calligraphy in other languages—Arabic, Chinese, Japanese. 	
<p>5. Color</p> <ul style="list-style-type: none"> ● Use color wheel, color mixing <ul style="list-style-type: none"> ○ Primary ○ Secondary ○ Neutrals ○ <i>Tertiary</i> ○ Warm/Cool ○ Tints/Tones/Shades ○ <i>Contrasts</i> ○ <i>Complimentary</i> ○ <i>Analogous</i> ○ <i>Monochromatics</i> ○ <i>Neons</i> ○ <i>Metallics</i> ○ <i>Hue/intensity</i> ○ <i>Saturation</i> 	<ul style="list-style-type: none"> ● Students use art vocabulary ● Students create a value scale-(monochromatic) design. ● Students create a Chinese brush painting or Sumie. ● Students create a color wheel inspired by Iznik a (Turkish) plate design. One motif/shape is chosen and painted in color wheel order (primaries, secondaries, and tertiaries). A related central design is added, as well a border. ● Students show knowledge of color theory by creating an extensive color wheel using a burnishing technique with colored pencils. 	

<p>6. Texture</p> <ul style="list-style-type: none"> • <i>Create a variety of visual textures</i> 	<ul style="list-style-type: none"> • Students create a variety of textures (i.e., traditional Aboriginal art). • Students create hatching and cross hatching using the scratchboard technique. • Students use scrapbook paper showing textures (then draw own texture). 	
<p>7. Value</p> <ul style="list-style-type: none"> • Use value to create 3-D qualities <ul style="list-style-type: none"> ○ Gradation ○ Tints/tones ○ Shades 	<ul style="list-style-type: none"> • Students use graphite pencils and create a value scale. • Students draw an object with shading using soft and hard graphite pencils. • Students create “Huichol” or “yarn paintings” –using various values of particular colors of yarn to produce value within the subject or background (traditionally, animals and cultural stories). 	
<p>C. Students understand and apply the principles of design.</p>		
<p>1. Pattern (rhythm/movement)</p> <ul style="list-style-type: none"> • Recognize and create pattern <ul style="list-style-type: none"> ○ Recognize and create <i>complex</i> repeating, alternating and random patterns using a combination of elements of art ○ Use pattern to create <i>complex</i> rhythm and/or movement 	<ul style="list-style-type: none"> • Students create pattern using tessillations and fractiles. • Students create more complex art works using pattern, rhythm and/or movement. 	
<p>2. Variety and Unity</p> <ul style="list-style-type: none"> • Recognize and create variety and unity <ul style="list-style-type: none"> ○ Recognize same and different ○ Identify things that go together ○ Bring parts together into a whole within an artwork ○ See and describe unity and variety in a work of art 	<ul style="list-style-type: none"> • Students draw things that go together – creating unity. • Students recognize variety and unity in works of art such as mythical animals made up of several different characteristics—in ancient Mesopotamian, Egyptian, Greek. • Students spend a period of time doing 	

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	thumbnail sketches from observation; then make an artwork by combining the sketches.	
<p>3. Emphasis</p> <ul style="list-style-type: none"> • Recognize and create emphasis <ul style="list-style-type: none"> ○ Identify center of interest/focal point ○ Use size, color and placement to create emphasis ○ Create emphasis using a variety of elements of art 	<ul style="list-style-type: none"> • Students create an autobiographical mini quilt (can be paper/collage or fabric/applique) based on quilting traditions of United States (underground railroad quilt traditions). • Students create emphasis using aerial perspective. 	
<p>4. Balance</p> <ul style="list-style-type: none"> • Recognize and create balance <ul style="list-style-type: none"> ○ Recognize symmetry and asymmetry ○ Create symmetry and asymmetry <i>using the elements of art</i> 	<ul style="list-style-type: none"> • Students create an Islamic geometric design creating balance. • Students create symmetry using Talavera tile design (can be done in paper and/or ceramic tile). 	
<p>5. Proportion</p> <ul style="list-style-type: none"> • Recognize and create proportion <ul style="list-style-type: none"> ○ Large, medium and small ○ Correct placement and size of facial features and body parts ○ Explore altered proportions ○ Use proportion to show distance (space) ○ <i>Foreshortening</i> 	<ul style="list-style-type: none"> • Students create rock paintings inspired by ancient cave art—Lascaux—can use similar materials such as charcoal, spices (more readily available) and honey. Students can paint with sticks or use their fingers and paint animals from ancient times or modern time. • Students demonstrate proportion using Renaissance grid technique used for drawing and painting. • Using a live model or wood manikin students create proportion. 	

Archdiocese of Santa Fe Standard 3: Students communicate through the creative process.

NSAE Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Critical for Mastery in Grades Six, Seven and Eight

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students identify and describe content and ideas in works of art.		
1. Look at works of art and describe what they see.	<ul style="list-style-type: none"> Students view PowerPoint, Prezi, books, posters, their own artwork and the artwork of other students and describe what they see. (More complex art should be used at this level) 	
2. Students make multiple connections between what they see and multiple meanings: <ul style="list-style-type: none"> Personal Community Cultural Catholic Tradition 	<ul style="list-style-type: none"> Students recognize and describe Orthodox icons, traditional Catholic images, retablos, bultos, colcha embroidery, etc. 	
3. Students recognize and describe content, symbols and ideas in works of art to create meaning.	<ul style="list-style-type: none"> Students view art and describe content, symbols and ideas as they prepare for lifelong appreciation of art. 	
B. Students apply content and ideas to communicate through art.		
1. Create artworks that express personal ideas and experiences/connections.	<ul style="list-style-type: none"> Students create a visual narrative of an event in their lives. 	
2. Plan and develop ideas in the creation of their own artwork.	<ul style="list-style-type: none"> Students use their sketchbook to make preliminary draft ideas for final artwork. 	
3. Make conscious decisions/intentional choices regarding content and meaning.	<ul style="list-style-type: none"> When making a collage landscape, students make conscious choices 	

	<p>regarding color/texture to best create the illusion of depth.</p> <ul style="list-style-type: none"> Students choose a deceased artist, research that artist and make an artwork that is dedicated to that artist's style. (i.e., El dia de los Muertos). 	
4. Develop problem-solving skills in the creation of artwork.	<ul style="list-style-type: none"> Encourage students to see a new idea when they feel they have made a mistake. 	
5. Develop the ability to apply abstract ideas.	<ul style="list-style-type: none"> Students view abstract artwork and create a version of their own based on art viewed. 	

Archdiocese of Santa Fe Standard 4: Students explore the visual arts in relation to history, cultures and Catholic tradition.

NSAE Standard 4: Understanding the visual arts in relation to history and cultures.

Critical for Mastery in Grades Six, Seven and Eight

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students explore the relationship between history and culture in the visual arts.		
1. Explore the impact of history on art in ancient cultures (6 th).	<ul style="list-style-type: none"> Students explore the impact of ancient architectural designs and structures 	
2. Explore how culture influences the art medias (mud cloth vs. batik).	<ul style="list-style-type: none"> Students use different types of embroidery (determined by materials immediately available). 	
3. Explore works of art from various periods, styles and cultures in New Mexico (7 th).	<ul style="list-style-type: none"> Students view PowerPoint, Prezi, books, posters, etc. to explore New Mexican art. 	
4. Explore works of art influenced by	<ul style="list-style-type: none"> Students explore photography influenced 	

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historical events in America (8 th).	by historical events in America.	
B. Students identify specific works of art as belonging to various periods, styles and cultures.		
1. Identify and describe works of art from ancient cultures (6 th).	<ul style="list-style-type: none"> Using a variety of sources and images, students identify and describe works of art from ancient cultures. 	
2. Identify and describe works of art from various periods, styles and cultures in New Mexico (7 th).	<ul style="list-style-type: none"> Using a variety of sources and images, students identify and describe works of art from various periods, styles and cultures in New Mexico. 	
3. Identify and describe works of art influenced by historical events in America (8 th).	<ul style="list-style-type: none"> Using a variety of sources and images, students identify and describe works of art influenced by historical events in America. 	
4. Compare and contrast how culture influences art media (i.e., mud cloth vs batik).	<ul style="list-style-type: none"> Students in grades 6-8 make presentations about the art media in #1-3. Following the presentations they compare and contrast the media used. 	
C. Students create works of art that demonstrate a variety of periods, styles and cultures.		
1. Create works of art from ancient cultures (6 th).	<ul style="list-style-type: none"> Students create Mycenaean Death masks, ancient rock art (including petroglyphs from Albuquerque West side), “Mesopotamian Monsters” mythical animals with characteristics that are mixed with human, and design a Chinese brush painting, etc. 	
2. Create works of art from various periods, styles and cultures in New Mexico (7 th).	<ul style="list-style-type: none"> Retablos painted on wood (or fake deerskin), colcha embroidery, “tin” frames (heavy gauge aluminum sheet). 	
3. Create works of art influenced by historical events in America (8 th).	<ul style="list-style-type: none"> Folk painting based on Biblical stories—such as Edward Hick’s “Peaceable Kingdom.” 	

D. Students create works of art inspired by Catholic identity, tradition and culture to contribute to the Community of faith.		
1. Explore, identify and create signs and symbols of the Catholic faith in works of art with emphasis on iconography.	<ul style="list-style-type: none"> • Students identify and create signs and symbols of the Catholic faith found in artwork, particularly iconography. 	
2. Explore, identify and create works of art relating to Scripture.	<ul style="list-style-type: none"> • Students choose a scripture passage and tell the story through art. 	
3. Explore, identify and create works of art relating to church architecture.	<ul style="list-style-type: none"> • Students create a clay church miniature of a New Mexico mission church. 	
4. Explore and describe the Church's influence on Western art.	<ul style="list-style-type: none"> • Students study Renaissance artists and church patronage of these artists (church frescos, especially the Vatican). 	
5. Create works of art that reflect Catholic heritage, tradition and culture.	<ul style="list-style-type: none"> • Students create retablos, stained glass design, statues, icons, etc., that reflect Catholic heritage tradition and culture. 	
E. Students develop relationships between the visual arts and their communities (parish, local, global).		
1. Create art inspired by public artwork (locally and globally).	<ul style="list-style-type: none"> • Students create art inspired by Albuquerque 1% for Art. • Students participate in field trips to view a variety of public art. 	
2. Repurpose materials in creating art.	<ul style="list-style-type: none"> • Students select a material to repurpose into an art creation. 	
3. Explore art careers.	<ul style="list-style-type: none"> • Students research a variety of careers in art, i.e., environmental artists graphic artists, architects, etc. 	
4. Exhibit works of art in school and local community.	<ul style="list-style-type: none"> • Students participate in school-wide art show. 	
5. Incorporate art into service projects.	<ul style="list-style-type: none"> • Students create a work of art for a senior citizen. 	

Archdiocese of Santa Fe Standard 5: Students observe, reflect upon and critique works of art.

NSAE Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Critical for Mastery in Grades Six, Seven and Eight

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students observe, discuss, reflect upon and critique own artwork and works of others.		
1. Look closely at works of art and discuss what they see.	<ul style="list-style-type: none"> Students look at and identify works of the masters and discuss what they see. 	
2. Use appropriate art vocabulary in discussion.	<ul style="list-style-type: none"> When describing art, students use appropriate art vocabulary. 	
3. Explore personal response and artist intent.	<ul style="list-style-type: none"> Students critique works of art, expressing their own feelings as well as describe what they believe to have been the artist's intent. 	
4. Make critical evaluations (what "works" and what doesn't).	<ul style="list-style-type: none"> Based on #3, students can cite what "works" and "doesn't work" in a variety of pieces of art. (There are no wrong answers as students are giving an opinion). 	
5. Experience critique as a tool to grow as an artist.	<ul style="list-style-type: none"> Students critique their own art to determine how they can grow as an artist. 	
6. Explore the role of an art critic.		
a. Develop pride and confidence in their own work.	<ul style="list-style-type: none"> Students participate in school and/or Archdiocesan Art Show. 	
b. Develop and/or identify and express thoughts, beliefs, feelings, values, and meanings in works of art.	<ul style="list-style-type: none"> Students research the role of an art critic then, they are assigned a piece of art to critique. Critique can be written in the form of a newspaper review column. 	

<p>c. Analyze, interpret and express preferences using the characteristics, merits and meanings of works of art.</p>	<ul style="list-style-type: none"> • Teachers encourage students to explain their feelings about a work of art with specific vocabulary and reasons. 	
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Archdiocese of Santa Fe Standard 6: Students integrate visual arts across the curriculum.

NSAE Standard 6: Making connections between visual arts and other disciplines

Critical for Mastery in Grades Six, Seven and Eight

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
<p>A. Students make connections between the visual arts and other fine arts disciplines. <i>(Art teachers are encouraged to consult and dialogue with classroom and other fine arts teachers).</i></p>	<p><i>Teachers integrate Common Core Standards</i></p>	
<p>1. Expand connections between the visual arts and other fine arts:</p> <ul style="list-style-type: none"> • Music • Dance (Movement) • Drama (Theater) 	<ul style="list-style-type: none"> • Students paint to music. • Students design scenery appropriate to a specific work. 	
<p>B. Students make connections between the visual arts and other academic disciplines. <i>(Art teachers are encouraged to collaborate with classroom teachers).</i></p>	<p><i>Teachers integrate Common Core Standards</i></p>	
<p>1. Develop connections between the visual arts and other academic disciplines.</p>	<ul style="list-style-type: none"> • Students explore the connection with geometry while studying architecture. • Students explore the connection between color and design in stained glass. • Students design a landscape and describe 	

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	<p>how geometry and biology connect with design.</p> <ul style="list-style-type: none">• Students use photographs to identify major events in history.	
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