

Art, Middle School 1 (IMRA 26)

Subject: Fine Arts

Grade: 06

Expectations: 16

Breakouts: 64

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:
 - (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international
 - (i) identify concepts from direct observation
 - (ii) illustrate concepts from direct observation
 - (iii) identify concepts from original sources
 - (iv) illustrate concepts from original sources
 - (v) identify concepts from personal experience
 - (vi) illustrate concepts from personal experience
 - (vii) identify concepts from communities

- (viii) illustrate concepts from communities
- (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (i) understand the elements of art, including line, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (ii) understand the elements of art, including shape, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (iii) understand the elements of art, including color, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (iv) understand the elements of art, including texture, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (v) understand the elements of art, including form, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (vi) understand the elements of art, including space, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (vii) understand the elements of art, including value, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (viii) apply the elements of art, including line, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (ix) apply the elements of art, including shape, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (x) apply the elements of art, including color, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (xi) apply the elements of art, including texture, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (xii) apply the elements of art, including form, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (xiii) apply the elements of art, including space, as the fundamentals of art in personal artworks using art vocabulary appropriately
 - (xiv) apply the elements of art, including value, as the fundamentals of art in personal artworks using art vocabulary appropriately
- (C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately
 - (i) understand the principles of design, including emphasis, in personal artworks using art vocabulary appropriately
 - (ii) understand the principles of design, including repetition/pattern, in personal artworks using art vocabulary appropriately

- (iii) understand the principles of design, including movement/rhythm, in personal artworks using art vocabulary appropriately
 - (iv) understand the principles of design, including contrast/variety, in personal artworks using art vocabulary appropriately
 - (v) understand the principles of design, including balance, in personal artworks using art vocabulary appropriately
 - (vi) understand the principles of design, including proportion, in personal artworks using art vocabulary appropriately
 - (vii) understand the principles of design, including unity, in personal artworks using art vocabulary appropriately
 - (viii) apply the principles of design, including emphasis, in personal artworks using art vocabulary appropriately
 - (ix) apply the principles of design, including repetition/pattern, in personal artworks using art vocabulary appropriately
 - (x) apply the principles of design, including movement/rhythm, in personal artworks using art vocabulary appropriately
 - (xi) apply the principles of design, including contrast/variety, in personal artworks using art vocabulary appropriately
 - (xii) apply the principles of design, including balance, in personal artworks using art vocabulary appropriately
 - (xiii) apply the principles of design, including proportion, in personal artworks using art vocabulary appropriately
 - (xiv) apply the principles of design, including unity, in personal artworks using art vocabulary appropriately
 - (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately
 - (i) discuss the expressive properties of artworks using art vocabulary accurately
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) create original artworks based on direct observations, original sources, personal experiences, and the community
 - (i) create original artworks based on direct observations
 - (ii) create original artworks based on original sources
 - (iii) create original artworks based on personal experiences
 - (iv) create original artworks based on the community
 - (B) apply the art-making process to solve problems and generate design solutions
 - (i) apply the art-making process to solve problems
 - (ii) apply the art-making process to generate design solutions

- (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials
 - (i) produce artworks, including drawings, using a variety of materials
 - (ii) produce artworks, including paintings, using a variety of materials
 - (iii) produce artworks, including prints, using a variety of materials
 - (iv) produce artworks, including sculptures/modeled forms, using a variety of materials
 - (v) produce artworks, including ceramics, using a variety of materials
 - (vi) produce artworks, including fiber art, using a variety of materials
 - (vii) produce artworks, including photographic imagery, using a variety of materials
 - (viii) produce artworks, including digital art and media, using a variety of materials
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
 - (A) identify the influence of historical and political events in artworks
 - (i) identify the influence of historical events in artworks
 - (ii) identify the influence of political events in artworks
 - (B) identify examples of art that convey universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict and cooperation
 - (i) identify examples of art that convey universal themes
 - (C) explain the relationships that exist between societies and their art and architecture
 - (i) explain the relationships that exist between societies and their art
 - (ii) explain the relationships that exist between societies and their architecture
 - (D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields
 - (i) explore career and avocational opportunities in art
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) create written or oral responses to artwork using appropriate art vocabulary
 - (i) create written or oral responses to artwork using appropriate art vocabulary
 - (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork
 - (i) analyze original artworks using a method of critique
 - (C) develop a portfolio
 - (i) develop a portfolio

- (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art
 - (i) investigate original artworks in a variety of venues outside of the classroom
 - (ii) explore original artworks in a variety of venues outside of the classroom
- (E) understand and demonstrate proper exhibition etiquette
 - (i) understand proper exhibition etiquette
 - (ii) demonstrate proper exhibition etiquette