

Art, Middle School 2 (IMRA 26)

Subject: Fine Arts

Grade: 07

Expectations: 17

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 ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international
 - (i) identify ideas from direct observation
 - (ii) identify ideas from original sources
 - (iii) identify ideas from imagination
 - (iv) identify ideas from personal experiences
 - (v) identify ideas from communities
 - (vi) illustrate ideas from direct observation
 - (vii) illustrate ideas from original sources

- (viii) illustrate ideas from imagination
 - (ix) illustrate ideas from personal experiences
 - (x) illustrate ideas from communities
- (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately
- (i) compare and contrast the elements of art, including line, as the fundamentals of art in personal artworks using vocabulary accurately
 - (ii) compare and contrast the elements of art, including shape, as the fundamentals of art in personal artworks using vocabulary accurately
 - (iii) compare and contrast the elements of art, including color, as the fundamentals of art in personal artworks using vocabulary accurately
 - (iv) compare and contrast the elements of art, including texture, as the fundamentals of art in personal artworks using vocabulary accurately
 - (v) compare and contrast the elements of art, including form, as the fundamentals of art in personal artworks using vocabulary accurately
 - (vi) compare and contrast the elements of art, including space, as the fundamentals of art in personal artworks using vocabulary accurately
 - (vii) compare and contrast the elements of art, including value, as the fundamentals of art in personal artworks using vocabulary accurately
- (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately
- (i) compare and contrast the principles of design, including emphasis, in personal artworks using vocabulary accurately
 - (ii) compare and contrast the principles of design, including repetition/pattern, in personal artworks using vocabulary accurately
 - (iii) compare and contrast the principles of design, including movement/rhythm, in personal artworks using vocabulary accurately
 - (iv) compare and contrast the principles of design, including contrast/variety, in personal artworks using vocabulary accurately
 - (v) compare and contrast the principles of design, including balance, in personal artworks using vocabulary accurately
 - (vi) compare and contrast the principles of design, including proportion, in personal artworks using vocabulary accurately
 - (vii) compare and contrast the principles of design, including unity, in personal artworks using vocabulary accurately
- (D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately

- (i) understand the expressive properties of artworks
 - (ii) apply the expressive properties of artworks
- (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 that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community
 - (i) create original artworks that express a variety of ideas based on direct observations
 - (ii) create original artworks that express a variety of ideas based on original sources
 - (iii) create original artworks that express a variety of ideas based on personal experiences, including memory
 - (iv) create original artworks that express a variety of ideas based on personal experiences, including identity
 - (v) create original artworks that express a variety of ideas based on personal experiences, including imagination
 - (vi) create original artworks that express a variety of ideas 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) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media
 - (i) apply technical skills effectively using a variety of materials to produce artworks, including drawings
 - (ii) apply technical skills effectively using a variety of materials to produce artworks, including paintings
 - (iii) apply technical skills effectively using a variety of materials to produce artworks, including prints
 - (iv) apply technical skills effectively using a variety of materials to produce artworks, including sculptures/modeled forms
 - (v) apply technical skills effectively using a variety of materials to produce artworks, including ceramics
 - (vi) apply technical skills effectively using a variety of materials to produce artworks, including fiber art
 - (vii) apply technical skills effectively using a variety of materials to produce artworks, including photographic imagery
 - (viii) apply technical skills effectively using a variety of materials to produce artworks, including digital art and media
 - (D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination
 - (i) use an understanding of copyright to appropriate imagery when working from sources rather than direct observation or imagination

- (ii) use an understanding of public domain to appropriate imagery when working from sources rather than direct observation or imagination
- (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) analyze ways that global, cultural, historical, and political issues influence artworks
 - (i) analyze ways that global issues influence artworks
 - (ii) analyze ways that cultural issues influence artworks
 - (iii) analyze ways that historical issues influence artworks
 - (iv) analyze ways that political issues influence artworks
 - (B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation
 - (i) analyze selected artworks to determine contemporary relevance in relationship to universal themes
 - (C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture
 - (i) compare and contrast relationships that exist between a society's art and its music
 - (ii) compare and contrast relationships that exist between a society's art and its literature
 - (iii) compare and contrast relationships that exist between a society's art and its architecture
 - (D) identify career and avocational choices in art such as various design, museum, and fine arts fields
 - (i) identify career and avocational choices 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 about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression
 - (i) create written or oral responses about personal or collaborative artworks addressing purpose
 - (ii) create written or oral responses about personal or collaborative artworks addressing technique
 - (iii) create written or oral responses about personal or collaborative artworks addressing organization
 - (iv) create written or oral responses about personal or collaborative artworks addressing judgment
 - (v) create written or oral responses about personal or collaborative artworks addressing personal expression
 - (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 that demonstrates progress
 - (i) develop a portfolio that demonstrates progress

- (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) demonstrate an understanding of and apply proper exhibition etiquette
 - (i) demonstrate an understanding of proper exhibition etiquette
 - (ii) apply proper exhibition etiquette