

**LCPS Art Curriculum: SEVENTH GRADE**

**CREATE - Conceive**

**Conceive – Standard of Achievement (1)**

**The student will use a variety of sources and processes to generate original ideas for artwork.**

**Enduring Understanding**

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

**Essential Questions**

- Where do ideas come from?
- Why is idea generation important for the creative process?
- How do different sources and processes affect the artists' final works?

|  | National Visual Arts Standards | SOL's      | LCPS 5C's                                   |
|--|--------------------------------|------------|---|
| <b>A7. Compile personally relevant information to generate ideas for art making.</b>   |                                | <b>7.1</b> | <b>Creator<br/>Critical Thinker</b>         |
| 1. Examine and compare contemporary media sources to generate ideas for art making.  |                                | 7.1        | Creator<br>Critical Thinker                 |
| 2. Analyze the impact of personal experiences and pivotal events to generate and enhance ideas.  |                                |            | Creator<br>Critical Thinker                 |
| 3. Use inquiry to conduct research on a personal, local, or global topic to generate ideas for art making.                                       |                                | 7.2a       | Creator<br>Critical Thinker                 |
| 4. Integrate observation, memory and imagination to generate ideas for art making.   |                                |            | Creator<br>Critical Thinker                 |
| <b>B7. Contemplate, select and follow process steps to generate ideas for art making.</b>  |                                | <b>7.2</b> | <b>Creator<br/>Critical Thinker</b>         |
| 1. Document steps of the creative process, to include research, in a digital or traditional sketchbook journal to generate ideas for art making. |                                | 7.2 (a)    | Creator<br>Critical Thinker                 |
| 2. Collaborate to share, discuss, and collect ideas for art making.  |                                |            | Creator<br>Critical Thinker<br>Collaborator |
| 3. Practice brainstorming, listing, recall, and free association to generate ideas for art making.   |                                |            | Creator<br>Critical Thinker                 |

**CREATE – Develop**

**Develop – Standard of Achievement (2)**

**The student will plan, advance, and refine original ideas for artworks.**

**Enduring Understanding**

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.  
An artist revises ideas to discern their value in the creative process.

**Essential Questions**

- How does an artist measure the value of an idea?
- How is involvement in the idea development process reflected in the artists' works?

|  | National Visual Arts Standards | SOL's      | LCPS 5C's                                   |
|--|--------------------------------|------------|---|
| <b>A7. Problem-solve to develop, organize, and select plans for art making.</b>                | <b>VA:CR1.1.7a</b>             | <b>7.2</b> | <b>Creator<br/>Critical Thinker</b>         |
| 1. Select from a menu of planning processes to problem solve and develop ideas for art making. |                                |            | Creator<br>Critical Thinker                 |
| 2. Experiment with materials and processes to develop ideas for art making.                    |                                |            | Creator<br>Critical Thinker                 |
| 3. Assess, select and apply the most effective process to develop ideas for art making.        |                                |            | Creator<br>Critical Thinker                 |
| 4. Collaborate to develop criteria in planning and preparation for art making.                 | VA:Cr1.2.7a                    |            | Creator<br>Critical Thinker<br>Collaborator |
| 5. Use graphic organizers and sketchbook journals to develop ideas for art making.             |                                | 7.2 (a)    | Creator<br>Critical Thinker                 |
| <b>B7. Compare and refine plans for artmaking.</b>   |                                |            | <b>Creator<br/>Critical Thinker</b>         |
| 1. Implement new planning approaches to revise ideas for art making.                           | VA:CR2.3.7a                    |            | Creator<br>Critical Thinker                 |
| 2. Apply visual organizational strategies to expand on test and refine plans for artmaking.    |                                |            | Creator<br>Critical Thinker                 |
| 3. Develop criteria to guide plans for art making.   | VA:Cr1.2.7a                    |            | Creator<br>Critical Thinker                 |
| 4. Collaborate to select and refine an existing plan for artmaking.                            |                                |            | Creator<br>Critical Thinker<br>Collaborator |

**CREATE - Produce**

**LCPS Art Curriculum: SEVENTH GRADE**

| <b>Produce – Standard of Achievement (3)</b>  |                                       |              |   |
|---|---------------------------------------|--------------|---|
| <b>The student will realize the culmination of original ideas from conception through resolution in original artworks.</b>  |                                       |              |   |
| <b>Enduring Understanding</b>   |                                       |              |   |
| Ideas are [integral] endemic to artworks.<br>The act of making art brings life to ideas and allows them to be shared. (tangible construct)                                      |                                       |              |   |
| <b>Essential Questions</b>  |                                       |              |   |
| What processes are used to bring ideas to realization in artworks?<br>How do artists' choices impact the efficacy of the final products?  |                                       |              |   |
|   | <b>National Visual Arts Standards</b> | <b>SOL's</b> | <b>LCPS 5C's</b>                                    |
| <b>A7. Identify, categorize and select significant personal, local or global topics for artmaking.</b>  |                                       |              | <b>Creator<br/>Critical Thinker<br/>Contributor</b> |
| 1. Communicate ideas, experiences and narratives in artworks in traditional and contemporary ways.  |                                       | 7.1          | Creator<br>Critical Thinker<br>Collaborator         |
| 2. Examine and convey the interactions of a working system or network.  |                                       |              | Creator<br>Critical Thinker                         |
| 3. Combine a topic of personal significance with a global issue.  |                                       |              | Creator<br>Critical Thinker<br>Collaborator         |
| 4. Interpret and express the consequences of positive and negative human interactions.  |                                       |              | Creator<br>Critical Thinker<br>Collaborator         |
| 5. Investigate and communicate how personal, local and global topics are interrelated.  |                                       |              | Creator<br>Critical Thinker<br>Collaborator         |
| <b>B7. Integrate a range of subject matter for an intended purpose in artmaking.</b>  |                                       |              | <b>Creator<br/>Critical Thinker</b>                 |
| 1. Combine aspects of the human face and figure in a variety of settings.   |                                       |              | Creator<br>Critical Thinker                         |
| 2. Adapt and illustrate a combination of animal characteristics in hybrid forms.  |                                       |              | Creator<br>Critical Thinker                         |
| 3. Juxtapose objects in the natural and man-made world.   |                                       |              | Creator<br>Critical Thinker                         |
| 4. Depict conditions affecting internal and external environments.  |                                       |              | Creator<br>Critical Thinker                         |
| 5. Repurpose objects, places or systems in designs.   |                                       |              | Creator<br>Critical Thinker                         |
| <b>6. Depict representational and nonrepresentational artwork.</b>  |                                       | 7.17         | Creator<br>Critical Thinker                         |
| <b>C7. Distinguish and apply formal components to convey meaning in original artworks.</b>  |                                       | <b>7.12</b>  | <b>Creator<br/>Critical Thinker</b>                 |
| 1. Integrate and apply color properties to achieve provocative chromatic relationships  |                                       | 7.12 (a)     | Creator<br>Critical Thinker                         |
| 2. Use expressive mark making to imply motion and contrast.   |                                       | 7.12 (b)     | Creator<br>Critical Thinker                         |
| 3. Render value gradients to imply dimension and scale.   |                                       | 7.12 (b)     | Creator<br>Critical Thinker                         |
| 4. Develop actual and exaggerated proportional relationships to depict people and objects in the environment.   |                                       | 7.12 (e)     | Creator<br>Critical Thinker                         |
| 5. Use a variety of compositional techniques including perspective to create the illusion of depth.   |                                       | 7.1          | Creator<br>Critical Thinker                         |
| 6. Deconstruct and rearrange form and space to create emphasis (focal point, dominance).  |                                       | 7.12 (d)     | Creator<br>Critical Thinker                         |
| 7. Use post-modern approaches including appropriation, and re-contextualization.  |                                       |              | Creator<br>Critical Thinker                         |
| 8. Impliment the use of space (positive and negative) in an artwork.  |                                       | 7.12 (c)     | Creator<br>Critical Thinker                         |
| <b>D7. Coordinate the use of art materials, tools and processes safely and appropriately in artmaking.</b>  |                                       |              | <b>Creator<br/>Contributor</b>                      |
| 1. Experiment and apply increasing skill in the use of technology, drawing, painting printmaking, ceramics, sculpting, collage, and fiber arts materials, tools, and processes. |                                       | 7.15         | Creator<br>Contributor                              |
| 2. Explore and test the attributes and applications of selected materials for desired results.  |                                       |              | Creator<br>Contributor                              |
| 3. Manage the use of measuring and cutting tools, brush handling skills, color mixing, ink application, and registration appropriately.   |                                       | 7.15         | Creator<br>Contributor                              |
| 4. Develop skills and expand the applications of constructing, modeling, carving, joining, stitching, and weaving processes.  |                                       | 7.15         | Creator<br>Contributor                              |
| 5. Refine media techniques to demonstrate developing technical skill, and craftsmanship.  |                                       | 7.15         | Creator<br>Contributor                              |

### LCPS Art Curriculum: SEVENTH GRADE

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| 6. Apply methods for conservation, care, and clean-up of tools and materials.  |               | 7.5 (b) | Creator Contributor              |
| 7. Explain and apply ethical decisions in artmaking.   |               |         | Creator Contributor Communicator |
| 8. Describe and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing. |               | 7.8     | Contributor Communicator         |
| <b>E7. Refine and apply media skills and techniques to produce original artworks.</b>  | VA: Cr.2.1.7a | 7.2(b)  | <b>Creator Contributor</b>       |
| 1. Expand and apply digital media skills and techniques to create, manipulate, and depict images.  |               |         | Creator Contributor              |
| 2. Expand and combine techniques including gesture, contour line and value rendering in observational and expressive drawings.                     |               | 7.14    | Creator Contributor              |
| 3. Expand and combine painting techniques such as dry brush, wet on wet, blending, masking, resist, and color mixing.                              |               |         | Creator Contributor              |
| 4. Experiment with printmaking media and techniques such as monoprint, reduction, relief, and ink applications.                                    |               |         | Creator Contributor              |
| 5. Expand and combine skills using ceramic clay including hand-building, joining, and finishing techniques.  |               | 7.16    | Creator Contributor              |
| 6. Expand and combine techniques using sculpture media including additive and subtractive methods.   |               | 7.16    | Creator Contributor              |
| 7. Expand and combine traditional and alternative techniques using collage media.  |               |         | Creator Contributor              |
| 8. Explore a variety of fiber arts techniques such as batik, shibouri, felting, sewing, and weaving.   |               |         | Creator Contributor              |
| 9. Investigate and explore a variety of contemporary and digital media tools for following the creative process.                                   |               | 7.10    | Contributor                      |

**LCPS Art Curriculum: SEVENTH GRADE**

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| <b>PRESENT – Organize</b>  |                                       |              |  |
| <b>Organize – Standard of Achievement (4)</b>  |                                       |              |  |
| <b>The student will apply and refine skills and practices to prepare and display artworks.</b>   |                                       |              |  |
| <b>Enduring Understanding</b>  |                                       |              |  |
| The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.   |                                       |              |  |
| <b>Essential Questions</b>   |                                       |              |  |
| How does the organization of artworks on display influence the interpretation of the viewer?<br>What are the preparation and organization responsibilities for displaying artworks?<br>Who assumes responsibility for the preparation and display of artworks? |                                       |              |  |
|  | <b>National Visual Arts Standards</b> | <b>SOL's</b> | <b>LCPS 5C's</b>                             |
| <b>A7. Collaborate to prepare and present artworks to support a theme.</b>   |                                       |              | <b>Contributor Communicator</b>              |
| 1. Sign, label, title, and mount personal artworks.  |                                       |              | Contributor Communicator                     |
| 2. Analyze, evaluate, and apply accepted methods for preparation and display of artworks.  | VA: Pr5.1.7a                          |              | Contributor Communicator                     |
| 3. Include artists' statements with a display to reveal personal thought process.  | VA: CR3.1.7a                          |              | Contributor Communicator                     |
| 4. Map and arrange a display of artworks for an audience.  |                                       |              | Contributor Communicator<br>Critical Thinker |
| <b>PRESENT – Curate</b>  |                                       |              |  |
| <b>Curate – Standard of Achievement (5)</b>  |                                       |              |  |
| <b>The student will sift through, contemplate and select artworks based on criteria or purpose.</b>  |                                       |              |  |
| <b>Enduring Understanding</b>  |                                       |              |  |
| Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.   |                                       |              |  |
| <b>Essential Questions</b>   |                                       |              |  |
| How do personal experiences affect curation of artworks?<br>Why is it important to engage in the curation process?   |                                       |              |  |
|  | <b>National Visual Arts Standards</b> | <b>SOL's</b> | <b>LCPS 5C's</b>                             |
| <b>A7. Follow a set of criteria to analyze and select artworks for display.</b>  |                                       |              | <b>Critical Thinker</b>                      |
| 1. Collaborate to analyze and select a group of artworks for presentation based on visual attributes, quality, and content.  |                                       | 7.3          | Critical Thinker<br>Collaborator             |
| 2. Collaborate to establish a goal and determine a theme for an art exhibition.  |                                       |              | Critical Thinker<br>Collaborator             |
| 3. Collaborate to select a series of artworks for display.   |                                       |              | Critical Thinker<br>Collaborator             |
| 4. Collaborate to analyze and select a group of artworks for presentation based on visual attributes, quality, and content.  |                                       |              | Critical Thinker<br>Collaborator             |
| <b>B7. Evaluate and explain how artwork selection criteria affect a display.</b>   |                                       |              | <b>Critical Thinker Communicator</b>         |
| 1. Analyze and describe the relationship between art preparation and display methods and the impact on the viewer.   | VA.Pr6.1.7a                           |              | Critical Thinker<br>Communicator             |
| 2. Investigate and compare art preparation and display technologies and their impact on the viewing experience.  | VA.Pr4.1.7a                           |              | Critical Thinker<br>Communicator             |
| 3. Analyze and describe how artworks selected for presentation are inter-related.  |                                       |              | Critical Thinker<br>Communicator             |
| 4. Evaluate and justify the goal and theme selected for an art exhibition.   |                                       |              | Critical Thinker<br>Communicator             |
| <b>PRESENT – Communicate</b>   |                                       |              |  |
| <b>Communicate – Standard of Achievement (6)</b>   |                                       |              |  |
| <b>The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).</b>   |                                       |              |  |
| <b>Enduring Understanding</b>  |                                       |              |  |
| Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content and the receptivity of the audience.   |                                       |              |  |
| <b>Essential Questions</b>   |                                       |              |  |
| How does an artist choose the best way to communicate with an audience?<br>What is the relationship between artists' intent and chosen means of communication?   |                                       |              |  |

**LCPS Art Curriculum: SEVENTH GRADE**

|  | National Visual Arts Standards | SOL's   | LCPS 5C's  |
|--|--------------------------------|---------|--|
| <b>A7. Identify and interpret ways art influences personal and global perceptions.</b>                           |                                |         | <b>Communicator<br/>Critical Thinker<br/>Contributor</b> |
| 1. Describe ways experiences and beliefs influence personal responses to art.                                    |                                | 7.4 (b) | Communicator<br>Critical Thinker<br>Contributor          |
| 2. Analyze and describe personal motivations for creating art.   |                                |         | Communicator<br>Critical Thinker<br>Contributor          |
| 3. Compare and contrast reasons why artists create artworks.   |                                |         | Communicator<br>Critical Thinker<br>Contributor          |
| 4. Analyze and reflect on the purposes and meaning of art.   |                                | 7.4 (c) | Communicator<br>Critical Thinker<br>Contributor          |
| 5. Explain how art display venues in the community and the Commonwealth impact the viewing experience.           | VA: Pr6.1.7a                   | 7.7     | Communicator<br>Critical Thinker<br>Contributor          |
| 6. Contribute to group discussions about visual arts topics.   |                                | 7.5 (a) | Communicator<br>Critical Thinker<br>Contributor          |
| <b>B7. Examine and document the effects of creative problem solving on personal growth using art vocabulary.</b> |                                |         | <b>Communicator<br/>Critical Thinker<br/>Contributor</b> |
| 1. Describe personal solutions to artistic problems.   |                                |         | Communicator<br>Critical Thinker<br>Contributor          |
| 2. Analyze and discuss personal improvements in the use of digital presentation processes.                       | MA: Pr6.1.7b                   |         | Communicator<br>Critical Thinker<br>Contributor          |
| 3. Compare and contrast the effectiveness of problem solving approaches on artistic outcomes.                    |                                | 7.3(b)  | Communicator<br>Critical Thinker<br>Contributor          |

**LCPS Art Curriculum: SEVENTH GRADE**

**RESPOND – Perceive**

**Perceive – Standard of Achievement (7)**

**The student will contemplate and explain content, value and intended purpose of artworks.**

**Enduring Understanding**

Perception involves careful looking to inform the understanding of art and the world.

Artists' personal experiences and methods of looking influence the way in which they perceive artistic endeavors.

**Essential Questions**

Why is it important to follow a formalized method of looking at artworks?

How does taking the time to observe and examine artworks inform understanding of the art making process?

|  | National Visual Arts Standards | SOL's   | LCPS 5C's                              |
|--|--------------------------------|---------|--|
| <b>A7. Employ critical thinking approaches to determine and explain the relationships among form, content and meaning in artworks.</b> |                                | 7.3     | <b>Critical Thinking Communication</b> |
| 1. Apply a formal method of art criticism to interpret and assess artworks.  |                                | 7.3 (d) | Critical Thinking Communication        |
| 2. Correlate subjects, themes, and symbols with ideas and emotions expressed in artworks.  |                                | 7.3 (a) | Critical Thinking Communication        |
| 3. Examine the relationship between style, themes, and purpose in historical and contemporary artworks from a variety of cultures.     |                                | 7.6 (a) | Critical Thinking Communication        |
| 4. Analyze characteristics of form, structure, context and use of media to inform opinions about meaning in artworks.                  | VA:Re8.1.7a                    | 7.3(c)  | Critical Thinking Communication        |
| 5. Select contemporary images from a variety of sources and determine the intended purpose.  |                                |         | Critical Thinking Communication        |
| 6. Respond to representational and nonrepresentational artwork.  |                                | 7.17    | Critical Thinking Communication        |
| <b>B7. Examine and discuss how personal experiences inform ideas and opinions about artworks.</b>                                      |                                | 7.4     | <b>Critical Thinking Communication</b> |
| 1. Identify evidence in an artwork to support a personal opinion.  |                                |         | Critical Thinking Communication        |
| 2. Interpret how social and cultural beliefs and values can influence responses to artworks.   | VA:Re7.2.7a                    | 7.4 (a) | Critical Thinking Communication        |
| 3. Describe the relationship between personal experiences and opinions of artworks.  |                                | 7.4 (b) | Critical Thinking Communication        |
| 4. Generate multiple ideas and opinions about artworks based on personal experiences.  |                                |         | Critical Thinking Communication        |

**RESPOND – Reflect**

**REFLECT – Standard of Achievement (8)**

**The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.**

**Enduring Understanding**

Reflective practice leads to improved performance in artistic endeavors.

Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

**Essential Questions**

What constitutes reflective practice?

What is learned from reflective practices?

In what ways does reflective practice guide decision-making in the creative process?

|  | National Visual Arts Standards | SOL's  | LCPS 5C's                       |
|--|--------------------------------|--------|---------------------------------|
| <b>A7. Determine cause and effect of artistic outcomes to gain insight, draw conclusions and revise or inform future artistic endeavors.</b> |                                |        | <b>Creator Critical Thinker</b> |
| 1. Compare and contrast the results of artistic processes to inform art making approaches.   |                                | 7.3(b) | Critical Thinker                |
| 2. Determine strengths and weaknesses in final artworks to guide future art making.  |                                |        | Critical Thinker                |
| 3. Discriminate among previous ideas when considering new art making challenges.   |                                |        | Creator Critical Thinker        |
| 4. Reflect on critiques and evaluations to contemplate and make revisions to final artworks.   |                                |        | Creator Critical Thinker        |
| <b>B7. Examine and reflect on the relationship between learning experiences and personal performance in artistic endeavors.</b>              |                                |        | <b>Critical Thinker</b>         |
| 1. Synthesize learning in artist statements, graphic organizers, self-assessments, sketchbook/journals, and portfolios.                      | VA:Cr3.1.7a                    |        | Critical Thinker Communicator   |
| 2. Lead and participate in small group critiques to inform artistic endeavors.   |                                |        | Critical Thinker Communicator   |
| 3. Measure progress and personal growth over time using a specific assessment format.  |                                |        | Critical Thinker Contributor    |

**RESPOND – Evaluate**

**EVALUATE – Standard of Achievement (9)**

**The student will appraise the artistic experience and its personal and global significance.**

## LCPS Art Curriculum: SEVENTH GRADE

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|---|---------------------------------------|--------------|----------------------------------|
| <b>Enduring Understanding</b>   |                                       |              |                                  |
| Artworks and the art making process have extrinsic and intrinsic value.<br>Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.  |                                       |              |                                  |
| <b>Essential Questions</b>  |                                       |              |                                  |
| What can be gained by applying a formal observation system to determine the value of an artwork?<br>How does the selected evaluation system affect the perception of an artwork?<br>What values are inherent to artworks and the artistic experience?<br>How does the type of evaluation system used provide insight into the creative process? |                                       |              |                                  |
|   | <b>National Visual Arts Standards</b> | <b>SOL's</b> | <b>LCPS 5C's</b>                 |
| <b>A7. Analyze and discuss the purposes, values, and meaning of art and artistic endeavors.</b>   |                                       |              | <b>Critical Thinker</b>          |
| 1. Analyze, interpret and evaluate artworks based on personal preferences.  |                                       | 7.3 (c)      | Critical Thinker                 |
| 2. Compare and contrast evaluations based on personal and established criteria.   | VA:Re9.1.7a                           |              | Critical Thinker                 |
| 3. Justify the reasons why selected artworks have value in popular culture.   |                                       |              | Critical Thinker                 |
| 4. Evaluate the intent and meaning of personal artworks and of self and others using developed and established criteria   | MA:Re8.1.7                            | 7.3 (d)      | Critical Thinker                 |
| <b>B7. Analyze and describe the personal and global value of using 21st century skills in the creative process.</b>   |                                       |              | <b>LCPS 5C's</b>                 |
| 1. Investigate and explain how the development of 21st century skills is critical to personal growth and the creative process.  |                                       |              | Critical Thinker<br>Contributor  |
| 2. Compare and contrast visual arts careers in relation to career preparation.  |                                       | 7.9          | Critical Thinker<br>Contributor  |
| 3. Think critically to address issues found in contemporary media.  |                                       |              | Critical Thinker                 |
| 4. Evaluate how time management affects outcomes of the creative process.   |                                       |              | Contributor                      |
| 5. Explain how collaboration leads to stimulation of ideas and solutions in the creative process.   |                                       |              | Critical Thinker<br>Communicator |

**LCPS Art Curriculum: SEVENTH GRADE**

**CONNECT – Relate**

**Relate – Standard of Achievement (10)**

**The student will consider and associate artistic endeavors in relation to personal experiences and external influences.**

**Enduring Understanding**

The art experience enriches the human condition by fostering conceptual links across time and cultures.  
The arts provide evidence of human existence and invite interaction.

**Essential Questions**

How does art promote conceptual links between personal experiences and external influences?  
How do artworks reveal evidence of human interactions?

|   | National Visual Arts Standards | SOL's      | LCPS 5C's                           |
|---|--------------------------------|------------|-------------------------------------|
| <b>A7. Analyze and explain how art, history and culture are connected.</b>  |                                | <b>7.6</b> | <b>Critical Thinker Contributor</b> |
| 1. Analyze and describe the ways artists address historical, social and cultural issues.  |                                |            | Critical Thinker Contributor        |
| 2. Analyze how art, culture and world events influence each other.  |                                | 7.6 (b)    | Critical Thinker Contributor        |
| 3. Examine how art and architecture harmonize or conflict with social norms.  |                                |            | Critical Thinker Contributor        |
| 4. Compare and contrast the criteria applied to defining arts and crafts.   |                                |            | Critical Thinker Contributor        |
| <b>B7. Analyze and describe how observations and experiences of the changing world influence personal artistic responses and endeavors.</b> | <b>VA:Re7.1.7a</b>             |            | <b>Critical Thinker</b>             |
| 1. Analyze and interpret the persuasive content of print and contemporary media.  |                                |            | Critical Thinker Contributor        |
| 2. Examine and justify social and cultural influences on responses to art.  | VA: Cn11.1.7a                  |            | Critical Thinker Contributor        |

**CONNECT – Reconcile**

**Reconcile – Standard of Achievement (11)**

**The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.**

**Enduring Understanding**

Connectivity is an essential characteristic of the artistic experience.  
Reconciling connections in the creative process enriches and validates the human experience.

**Essential Questions**

How are connections between art and culture developed?  
How do artists reconcile connections among art, culture and personal experience validate artistic endeavors?

|   | National Visual Arts Standards | SOL's          | LCPS 5C's                           |
|---|--------------------------------|----------------|-------------------------------------|
| <b>A7. Synthesize ideas, concepts, and prior knowledge from personal, cross-curricular, and cultural experiences to inform the creative process and artmaking challenges.</b> |                                | <b>7.2 (b)</b> | <b>Critical Thinker Contributor</b> |
| 1. Correlate prior knowledge and learning experiences to form new ideas for artistic endeavors.   |                                |                | Critical Thinker Contributor        |
| 2. Support claims and provide evidence in the application of prior knowledge for artistic endeavors.  |                                |                | Critical Thinker Contributor        |
| 3. Identify and describe how art is used to form, sustain and represent group identity.   | VA: Cn10.1.7a                  |                | Critical Thinker Contributor        |
| 4. Compare and contrast various visual arts careers in relation to career preparation.  |                                | 7.9            | Critical Thinker Contributor        |
| 5. Use ideas, concepts, and cross-curricular knowledge to create original works of art.   |                                | 7.11           | Critical Thinker Contributor        |
| <b>B7. Share responsibilities and compromise to reconcile ideas and approaches to accomplish artistic goals.</b>  |                                |                | <b>Communicator Contributor</b>     |
| 1. Collaborate to assign specific roles and to agree on a desired outcome.  |                                |                | Collaborator Contributor            |
| 2. Debate an art related issue from opposing viewpoints.  |                                |                | Communicator Contributor            |