

*“The Arts are fundamental resources
through which the world is viewed,
meaning is created, and the mind developed.”*

-Elliot W. Eisner, Professor of Education and Art,
Stanford University

Loudoun County Public Schools Middle School Art Education Curriculum Leesburg, Virginia

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Loudoun County Public Schools Middle School Art Education Curriculum

LCPS MSAE Philosophy

Art is fundamental to the human experience. It exalts and transforms the human spirit and is an essential expression and definition of our world and its cultures. Art serves as the historical record of human existence and has become the technique by which highest achievements are immortalized.

Art education enables students to develop valuable decision making and problem solving skills through creative and critical thinking. It encourages an understanding of historical and contemporary artwork. Art education intensifies perceptual awareness, through an involvement of all the senses and allows for the integration of other curriculums, as art is integral to all education experiences.

Art education is the doorway that nurtures creative possibilities and yields visual enrichment. It provides opportunities for children to create, understand and appreciate art and culture. Art education serves as the catalyst in defining why art is fundamental to the human experience and by this exploration, stimulates cognitive processes that lead to a discovery of self.

The middle school art education curriculum for the Loudoun County Public Schools includes art production, art criticism, art history and aesthetics. Art production allows each student to learn about the inherent qualities of the materials and techniques used for both expression and communication. It also serves as a means by which students can express concepts taught in art education and its application to cross-curricular assignments. Art history with a global emphasis allows each student to study the past to better understand how it influences the present and shapes the future. Studies in art history are reflected in the works of historical and contemporary art of many cultures. Art criticism teaches each student to judge works of art based on appropriate criteria and thoughtful reflection. Aesthetics allows each student to consider the meanings of beauty and their emotional reaction to visual information and art.

Art education provides new and innovative approaches to problem solving and is the key to visual and cultural literacy. It fosters flexibility, divergence, fluency, originality and imaginative thinking for all students. It is an integral part of each students' understanding of and participation in our increasingly complex interdependent society. Loudoun County Public Schools art education program is an important and often immeasurable element in the students' complete education.

Art education classes will establish, reinforce and enhance a positive self-concept in each student, while providing avenues and skills for self-expression and communication. The student will be encouraged to apply the fundamentals of problem solving with self-expression

and to design concepts for cross-curricular applications. Participation in public display will enhance the school and community settings and allow students to gain appreciation of the importance of art in the quality of their environment.

Each area of the Virginia State Visual Arts Standards of Learning are met or surpassed by Loudoun County Middle Schools. Included in each area are segments, which include the county Standards of Achievement and the State Standards of Learning. Following each segment are some examples to achieve or surpass the standard that teachers may adapt to their students' needs.

The current curriculum combines 6th and 7th grade Standards of Learning to be presented to 6th grade students. Eighth grade is a culmination for experiencing the visual arts and examining the relationship of art applications to other fields of knowledge. In order to fully develop the student for high school experiences, the program is created to be an in depth exploration of the arts.

This is a working document and so includes space for notes, specific lesson plans and related vocabulary.

Fine Arts Standards of Learning for Virginia Public Schools

**Adopted in May 2000 by the
Board of Education**

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Visual Arts

Standards of Learning

Introduction

The Visual Arts Standards of Learning identify the content and skills required as essential components of the visual arts curriculum at each grade level for Virginia's public schools. Standards are identified for kindergarten through grade eight and for four core high school courses, and are designed to be cumulative. They progress in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout a student's visual arts education, specific content strands or topics are included. These strands are visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. A comprehensive visual arts education program provides students with multiple means of expressions as well as analytical skills to evaluate information that is conveyed by images and symbols.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

The content of the Visual Arts Standards of Learning is intended to support the following goals that will enable students to:

- Select and use art media, subject matter, and symbols for expression and communication;
- Know the elements of art and the principles of design and how they are used in the visual arts;
- Solve visual arts problems with originality, flexibility, fluency, and imagination;
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge;
- Use materials, methods, information, and technology in a safe and ethical manner;
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- Identify, analyze, and apply criteria for making visual aesthetic judgments; and
- Develop an aesthetic awareness and personal philosophy regarding nature, meaning, and value in the visual arts.

Visual Communication and Production

Students will develop and communicate ideas by choosing and evaluating subject matter and symbols. They will develop fluency in visual, oral, and written communication using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will see the visual arts in relation to history and culture through the investigation of works of art from different times and different places. Through the study of works of art and the artists who produced them, students will learn to appreciate the role the visual arts play in communicating historical and cultural beliefs and ideals.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of thinking frames to analyze the visual qualities and interpret the meaning of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their feelings and emotions. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art based on their dual roles as both creator and viewer of art.

K – 12 Safety

In implementing the Visual Arts Standards of Learning, students must know how to follow safety guidelines; demonstrate appropriate classroom techniques; and use materials, equipment, tools, and art spaces safely while working individually and in groups.

Safety must be given the highest priority in implementing the K-12 instructional program for visual arts. Correct and safe techniques, as well as wise selection of resources, materials, and equipment appropriate to age levels, must be carefully considered with regard to the safety precautions for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designed capacity of the room.

Teachers must be knowledgeable of the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous prior to their use in an instructional activity. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six or up to twelve years of age. All hazardous art materials are required to be tested by the manufacturer and exhibit safety labeling: “Conforms to ASTM D-4236,” “Conforms to ASTM Practice D-4236,” or “Conforms to the health requirements of ASTM D-4236.”

Toxic materials can be more harmful to children than to adults. Since children are still growing and developing, their bodies can more readily absorb toxic materials that can cause more damage than in adults. Since children are smaller, an amount of a toxic material would be more concentrated than in an adult’s body. Children are also at higher risk because of their behavior. Children may not understand why it is important to be careful when using harmful materials. Also, some young children may put things in their mouths or swallow them. Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter the child’s body, it can result in an acute illness, chronic illness, cancer, allergic reaction, or death.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems.

1. Avoid certain materials from student’s art supplies for students in pre-kindergarten through grade six or up to twelve years of age. The general rules are listed below:
 - no dust or powders;
 - no chemical solvents or solvent-containing products;
 - no aerosol spray cans, air brushes, and so forth;
 - no acids, alkalis, bleaches, or other corrosive chemicals;
 - no donated or found materials unless ingredients are known;
 - no old materials—they may be more toxic and have inadequate labeling; and
 - no lead, metals, or cadmium products—these can be found in paints, glazes, metal work, and stained glass.

Substitution of nontoxic materials for hazardous materials should be made a priority where feasible with students over twelve years of age.

2. Treat high-risk students with special care and attention. Students who are physically or mentally disabled are at greater than normal risk from toxic materials. High-risk children include those who have visual or hearing problems, physical disabilities, asthma, take medication, or are emotionally disturbed. These high-risk students need special attention when using potentially harmful art supplies.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain

one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.

4. Purchase products in small containers. Smaller amounts of a product mean less exposure to the product. Also, larger amounts often are not readily used up. Leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Arts educators are responsible for the art materials they order and the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom. Teachers of students twelve years of age or older should avoid the use of toxic hazardous art materials.

Grade Six

The standards for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

Visual Communication and Production

- 6.1 The student will solve design problems using color relationships selected from the color wheel.
- 6.2 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity.
- 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.
- 6.4 The student will use visual memory skills to produce a work of art.
- 6.5 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.

- 6.6 The student will use chiaroscuro to create the illusion of form in a work of art.
- 6.7 The student will produce a kinetic work of art.
- 6.8 The student will utilize fantasy as a means of expression in works of art.
- 6.9 The student will create original works of art using computer graphics and computer-generated text.

Cultural Context and Art History

- 6.10 The student will identify the components of an artist’s style, including materials, design, methods, and subject matter.
- 6.11 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology.
- 6.12 The student will identify the contributions of artists to society.

Judgment and Criticism

- 6.13 The student will discuss the ways that art can be persuasive.
- 6.14 The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.
- 6.15 The student will demonstrate inquiry skills and appropriate art vocabulary for
 - 1. describing works of art;
 - 2. responding to works of art;
 - 3. interpreting works of art; and
 - 4. evaluating works of art.
- 6.16 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary.
- 6.17 The student will identify the relationship between art processes and final solutions.
- 6.18 The student will identify and examine ethical standards in the use of
 - 1. print and digital images;
 - 2. materials protected by copyright; and
 - 3. information technology.

Aesthetics

- 6.19 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.
- 6.20 The student will generate philosophical questions regarding meanings in works of art.
- 6.21 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
- 6.22 The student will explain orally and in writing, the means by which visual art evokes sensory and emotional responses.

Grade Seven

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students acquire knowledge that permits them to identify art styles and the periods to which they belong. In addition, they become aware of a variety of art careers that they may consider. They develop inquiry skills and vocabulary as they explore the meaning of works of art through analysis of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Visual Communication and Production

- 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.
- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 The student will apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
- 7.4 The student will use line variations, including directionality, width, and implied line to create contrasting qualities in a composition.
- 7.5 The student will communicate information and ideas through illustration.
- 7.6 The student will create the illusion of depth in two-dimensional works of art using a variety of the following devices:

1. overlapping;
2. atmospheric perspective;
3. diminishing size and detail; and
4. object placement in the picture plane.

7.7 The student will create contour line drawings that demonstrate perceptual skill.

7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.

7.9 The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art.

7.10 The student will create three-dimensional works of art using geometric forms.

7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.

7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.

7.13 The student will create original works of art using computer design programs.

7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

Cultural Context and Art History

7.15 The student will identify styles and themes in works of art from historical times and places.

7.16 The student will compare and contrast the characteristics of public art and monuments.

7.17 The student will compare various art careers and the methods of preparing for them.

Judgment and Criticism

7.18 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.

7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.

7.20 The student will identify and examine criteria for judging works of art.

- 7.21 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.
- 7.22 The student will analyze, interpret, and judge works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary.
- 7.23 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences.
- 7.24 The student will identify the processes artists use to create works of art by analyzing rough sketches, drafts, and series.

Aesthetics

- 7.25 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.26 The student will generate questions and possible answers to questions about works of art.
- 7.27 The student will describe ways that social and cultural beliefs can influence responses to works of art.
- 7.28 The student will describe personal sensory responses to the visual qualities of a work of art.

Grade Eight

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a worldview, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

Visual Communication and Production

- 8.1 The student will create works of art that emphasize specific formal color relationships.

- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.
- 8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.
- 8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing.
- 8.5 The student will use line to create value in a work of art.
- 8.6 The student will create three-dimensional works of art using a variety of themes and processes.
- 8.7 The student will identify and analyze the uses of typography in graphic arts.
- 8.8 The student will demonstrate skill in combining text and imagery using computer technology.
- 8.9 The student will create and maintain an art portfolio.
- 8.10 The student will apply ethical procedures in the execution of works of art.

Cultural Context and Art History

- 8.11 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.
- 8.12 The student will describe and place a variety of works in historical and cultural contexts.
- 8.13 The student will identify the role of artists in mass media.
- 8.14 The student will identify major art movements and influential artists according to geography, culture, and historical period.

Judgment and Criticism

- 8.15 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
- 8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
- 8.17 The student will communicate how personal experiences influence critical judgments about works of art.

- 8.18 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.
- 8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

Aesthetics

- 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.
- 8.21 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations.
- 8.22 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.

National Visual Arts Standards/Goals 2000

The standards were created by the National Art Education Association to provide a set of goals for the nation's arts education curriculum. Their inclusion in Goals 2000 "recognizes that the arts are as important to public education as other firmly established disciplines." [Hausman, J. (spring, 1994). National Standards for Visual Arts Education. NAEA Advisory.]

Grades 5 – 8:

1. **Content Standard:** Understanding and applying media, techniques, and processes

Achievement Standard:

Students

- a. select media, techniques, and process; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

2. **Content Standards:** Using knowledge of structures and functions

Achievement Standard:

Students

- a. generalize about the effects of visual structures and functions and upon these effects in their own work
- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- c. select and use the qualities of structures and functions of art to improve communication of their ideas.

3. **Content Standards:** Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

Students

- a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their art works
- b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in art works.

National Visual Arts Standards/Goals 2000

- 4. Content Standards:** Understanding the visual arts in relation to history and cultures

Achievement Standard:

Students

- a. know and compare the characteristics of art works in various eras and cultures
- b. describe and place a variety of art objects in historical and cultural contexts
- c. analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

- 5. Content Standard:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard:

Students

- a. compare multiple purposes for creating works of art
- b. analyze contemporary and historic meanings in specific art works through cultural and aesthetic inquiry
- c. describe and compare a variety of individual responses to their own art works and to art works from various eras and cultures.

- 6. Content Standards:** Making connections between visual arts and other disciplines

Achievement Standard:

Students

- a. compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in schools are interrelated with the visual arts.

Standards of Achievement - Production

The combined 6th/7th grade art curriculum is designed to introduce, emphasize and encourage art exploration. Exposure to art production will be considered utilizing a variety of techniques and artistic styles. Producing artwork requires that the students apply problem-solving skills and follow sequential directions to master the medium. The student will be exposed to a number of art mediums- pencil, ceramic, paint, cardboard, ink, fiber, pastel and other materials.

In 8th grade students will have opportunities to pursue techniques in greater depth. Emphasis will be placed on crafting art beyond their current level by problem solving, critical thinking and applications of the project objectives. Students will further explore various media listed above through a variety of experiences including: printmaking, painting, computer graphics, drawing, ceramics, sculpting, and photography.

6th/7th Grade

Creative Imagination

Students will use their imagination, drawing from heritage and experience to create ideas that meet the given objectives of a work of art. Connections will be made to existing works introducing concepts and symbols that are historically communicated.

State S.O.L.'s

- | | |
|------|--|
| 6.4 | The student will use visual memory skills to produce a work of art. |
| 6.8 | The student will utilize fantasy as a means of expression in works of art. |
| 7.14 | The student will use problem-solving skills to create a work of art that communicates ideas or emotions. |

Related Vocabulary

symbolism	imagination	emotion
expression	style	influences

Lesson Examples:

Create fantasy animals of composites of other animals.
Review the roles of mythical animals and use them in a composition.
Create a work that displays the emotion of a song or event.

6th/7th Grade - Production

Design

Students will learn principles and elements of design. These will serve as the foundation for the projects they undertake for creating a thoughtful work of art. They will apply these principles and elements to both two and three- dimensional works of art. Students will learn how other fields of knowledge may be applied as they develop their design skills to produce art.

State S.O.L.'s

- | | |
|------|---|
| 6.2 | The student will use principles of design to express ideas and create images including proportion, rhythm, balance, emphasis , variety and unity. |
| 6.5 | The student will use appropriate art media and techniques to create both visual and tactile textures in works of art. |
| 6.6 | The student will use chiaroscuro to create the illusion of form in art. |
| 7.9 | The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art. |
| 7.11 | The student will create works of art by representing and interpreting ideas from other fields of knowledge. |

Related Vocabulary

principles of design
rhythm
unity
emphasis
variety
balance

elements of design
line
value
form
space
color

texture
proportion

Lesson Examples:

Create a collage expressing a theme or abstract concept that selects shape to communicate an idea.

Create a print that conveys the illusion of depth. Print it multiple times in a variety of ways to suggest repetition, emphasis, and balance.

6th/7th Grade- Production

Color

Students will have a thorough understanding of color concepts and its use in production and the communication of emotion. Students will have opportunities to achieve color comprehension with the use of colored pencils, chalk or oil pastels, paint, fiber or printed media.

State S.O.L.'s	
6.1	The student will solve design problems using color relationships selected from the color wheel.
7.1	The student will identify and use analogous, complementary, and monochromatic color relationships in a work of art.

Related Vocabulary

monochromatic	warm	tint	secondary
analogous	cool	shade	tertiary
complementary	hue	primary	intermediate

Lesson Examples:

- Correspond still life drawing with chalk pastel contrasts of warm and cool colors.
- Use still life to create a value study in monochromatic tones.
- Create individual color wheels by blending primary colors to create secondary and tertiary colors.
- Practice the roles of complementary and analogous colors supported with examples by impressionists and pointillists.
- Design an advertisement using color as the emphasis.

6th/7th Grade -Production

Drawing Concepts

Drawing skills are fundamental in cross-curricular applications. Students will master drawing skills in perceived objects by line and by values. Students will understand and produce drawings which give the illusion of depth on a two dimensional surface. Students will be exposed to a variety of drawing tools and medium to explore the character and value of proper application of drawing skills.

State S.O.L.'s

Line

- 6.3 The student will use one point perspective to create the illusion of depth in a two- dimensional drawing.
- 7.4 The student will use line variations including directionality, width and implied line to create contrasting qualities in a composition
- 7.7 The student will create contour line drawings that demonstrate perceptual skill.

Tools.

- 7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.
- 7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.

Creating illusion

- 7.2 The student will create the illusion of movement in two and three-dimensional works of art.
- 7.5 The student will communicate information and ideas through illustration.
- 7.6 The student will create the illusion of depth in two- dimensional works of art using a variety of the following devices: 1) overlapping, 2) atmospheric perspective, 3) diminishing size and detail and 4) object placement in the picture plane.

Related Vocabulary

contour	directional	vanishing point	illusion
implied line	perspective	horizon line	foreground
middle ground	background	texture	illustration

Lesson Examples:

Practice still life drawings from different perspectives with basic shapes and directional lines. Create line drawings of still lifes and accentuate with permanent marker in varied line width. Create landscapes utilizing perspective concepts and apply watercolors to increase the illusion of depth. Create compositions of unrelated objects utilizing subjects from different sources.

6th/7th Grade -Production

Sculpture

Students will produce three- dimensional work utilizing a variety of media. Students will understand the nature of three- dimensional objects, and how the ability to view them from many angles necessitates thoughtful manipulation of the material to create interest.

State S.O.L.'s

- 6.7 The student will produce a kinetic work of art.
- 7.3 The student will apply the elements of art and the principles of design in two- dimensional and three- dimensional works of art, including line, shape, form, color value, texture , space, proportion, rhythm, balance. emphasis, variety and unity.
- 7.10 The student will create three-dimensional works of art using geometric forms.

Related Vocabulary

three- dimensional space kinetic
form

Lesson Examples:

Create a mobile with found objects creating a theme.
Create a geometric sculpture of a common object.

6th/7th Grade -Production

Computer Graphics

Students will master the tools and terminology of computer graphics. Students will have exposure to and develop proficiency;

1. Identify the role of computer graphics in society;
2. Recognize ethical issues (copyrights, property rights involved in graphic design);
3. Compare various careers of the computer graphic artist;
4. Create illusions of three dimensionality;
5. Manipulate software to create images and meet parameters.

State S.O.L.'s

- 6.9 The student will create original works of art using computer graphics and computer generated text.
 7.13 The student will create original works of art using computer design programs.

Related Vocabulary

gradient	graphics	rotate	menu bar	tools
software	select	delete	cursor	edit
insert	save			

Lesson Examples:

Introduce students to tools by having them create a creature or robot with a specific purpose. Using digital cameras and school software, have the student alter a picture that they have taken.

Standards of Achievement - Production

8th Grade - Production

Creative Imagination

Students will apply various techniques for producing unique works of art. They will identify modes of communication and the communicative power of presentations. They will develop visual presentations to communicate issues. Unique ideas will be developed and encouraged. Students will develop an art portfolio to demonstrate progress throughout their art experiences.

State S.O.L.'s

8.9 The student will create and maintain an art portfolio.

8.10 The student will apply ethical procedures in the execution of works of art

Related Vocabulary

portfolio presentation thoughtful communication

Lesson Examples:

Have the students select pieces of their work towards the end of the semester to create a personal retrospective.

8th Grade - Production

Design

Students will continue to make thoughtful and critical decisions when developing their artwork using the principles and elements of design. Emphasis will be placed on mastering concepts of design to enable students to apply these concepts to cross-curricular application.

State S.O.L.'s

8.2 The student will further expand and develop the use of the elements of art and the principles of design.

Related vocabulary

elements and principles of design	shape	form	color		
critical thinking	value	rhythm	balance	focal	point
emphasis	contrast	unity	proportion	variety	space
					line

Lesson Examples:

The students may illustrate a topic using shapes and colors to convey an idea that has clear emphasis, eye path, contrast and other design factors.

8th Grade - Production

Color

Color relationships will be a focal point in works of art achieved by the student. The emotions and communicative aspects of color will be stressed to make a creative work.

State S.O.L.'s

8.1 The student will create works of art that emphasize specific formal color relationships.

Related Vocabulary

monochromatic	analogous	complementary	hue	intensity
tint	shade	primary	secondary	dull
intermediate	tertiary	bright		

Lesson Examples:

Illustrate a song or poem using only colors and shapes. Have the students read or present the poem with the picture.

Create a self-portrait expressing values of the face in thematic colors.

8th Grade - Production

Drawing Concepts

Students will continue to work developing their skills in line drawing to create a variety of two-dimensional work. They will apply concepts to their drawings that will create the illusion of depth and shadow. Drawing skills will be encouraged to be applied to cross-curricular applications enhancing the work done for special projects, displays and reports.

State S.O.L.'s

- | | |
|-----|---|
| 8.3 | The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing. |
| 8.4 | The student will use multiple point perspective to create the illusion of depth in a two-dimensional drawing. |
| 8.5 | The student will use line to create value in a work of art. |

Related Vocabulary

value	contour	modified contour	vanishing point	depth
horizon line		bird's eye view	worm's eye view	
two point perspective		proportion	middle ground	
one point perspective		three point perspective	foreground	background

Lesson Examples:

Create a still life involving overlapping utilizing implied line, actual line and shaded line
 Create a village or amusement following a particular theme developing the buildings from geometric layout.

8th Grade - Production

Graphics

Students will understand and portray concepts of typographical art. They will recognize the variety of type that is presented to them in advertisement and communicative media such as signs, textbooks and commercial applications. Students will use the concepts of typography to create a unique work.

State S.O.L.s

8.7 The student will identify and analyze the uses of typography in graphic arts.

8.8 The student will demonstrate skill in combining text and imagery using computer technology.

Related vocabulary

font type style italic serif bold logo
graphic design lettering icon letterhead serif

Lesson Examples:

Students could create an advertisement about an original product.

Students could illustrate an initial of their name using an existing or creative font

8th Grade - Production

Sculpture

Students will produce three-dimensional work focusing on the concepts of three dimensionality. Students will create preparatory drawings and maquettes to create a sculptural work utilizing design elements in a thoughtful manner. The space surrounding the object and the understanding of form and space will be an encompassing characteristic. Work will be presented in a thoughtful way to suit the work.

State S.O.L.s

8.7 The student will create three- dimensional works of art using a variety of themes and processes.

Related vocabulary

three-dimensional

form

space

kinetic

negative space

presentation

Lesson Examples:

Study the work of Henry Moore. Discuss the simplicity, yet communication of universal themes. How does his negative space become a part of the form?

Create a maquette or plan of a monumental sculpture in an urban setting. (reference – Claes Oldenburg)

Introduce classic versus modern style sculpture, contrast religious or symbolic sculpture with art for art's sake sculpture.

Standards of Achievement - Cultural Context and Art History

Historical context of the arts is vital to understanding the connections between works of art, artists, and the time and society that influenced their ideas. By understanding the relevance and ideas of artistic periods the student will learn the role of the arts and culture with the development of civilization.

During the exploration of specific projects students will be exposed to works of art in many cultures including the comparison of styles, communication and use of symbols. Students will understand the universal language of design principles and elements to integrate those concepts within their work.

6th/7th Grade Cultural Context and Art History

Art and the Artist

Students will recognize and know specific artists and the materials and subject matter that were used by them. Contributions to society and from society will be discussed and the student will understand the many roles of the artist in society.

State S.O.L.'s

- | | |
|------|---|
| 6.10 | The student will identify the components of an artist's style, including materials, design, methods and subject matter. |
| 6.12 | The student will identify the contributions of artists to society. |
| 7.17 | The student will compare various art careers and the methods of preparing for them. |

Related Vocabulary

architect	graphic artist	designer	commission
conservator	architect	historian	gallery
jeweler	photographer	fashion designer	director illustrator
animator	potter	landscape designer	cinematographer

Art and the Artist

Lesson Examples:

With each theme that is chosen from art production a corresponding artist can be discussed to emphasize the concepts and increase student comprehension.

Students can undertake a web quest with a worksheet to explore artists that may be unknown.

6th/7th Grade Cultural Context and Art History

6th/7th Grade Art History

Students will develop an understanding of how trends of society have affected and developed trends in art. Students will be able to identify themes of art movements from the late 19th century in American to the present. Students will understand how the changes of technology and democratic thought have influenced the creation of art.

State S.O.L.'s

- | | |
|------|---|
| 6.11 | The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology. |
| 7.15 | The student will identify styles and themes in works of art from historical times and places. |

Related Vocabulary

arts and crafts movement	art nouveau	pop art	modernism
renaissance	tribal	ethnic	religious
commercial	futurism		

Lesson Examples:

The study of movements in American Art will include the Art and Crafts Movement, Art Nouveau, Modernism, Pop Art, cultural comparisons between African, Islamic Oriental and Aboriginal characteristics.

6th/7th Grade Cultural Context and Art History

Public Art

Students will learn the process of creating a public work of art and the influences and restrictions an artist must endure to create those pieces. Students will be exposed to and review the history of public art works and discuss the alterations and compromises an artist will encounter when presenting an idea to the public.

State S.O.L.'s

7.16 The student will compare and contrast the characteristics of public art and monuments.

Related Vocabulary

commission public opinion meaning function memorial
monument

Lesson Examples:

Maya Lin, Christo and Claes Oldenburg are intriguing artists for class discussion with regard to the compromises made for the communities where their installations exist. Their own creation of a sketch for public art may be pursued. Other members of the class could act as the “community” to assist in developing the artwork. “Winning” sketches could be presented to the school.

8th Grade - Cultural Context and Art History

Art and the Artist

Students will recognize differences between cultural traits and styles allowing for the identification of works of art. Students will learn the influences that expanding trade and globalization have generated in the creation of art. Students will understand the opportunities in art and the impact of mass media by reviewing marketing graphics.

State S.O.L.'s

8.12 The student will describe and place a variety of works in historical and cultural contexts.

8.13 The student will identify the role of the artist in mass media.

Related Vocabulary

descriptive	style	influences	propaganda	marketing
illustrative	European	oriental	African	cultural
perspective	symbolism	political	persuasion	modern
ancient	technology	time period		

Lesson Examples:

Have groups of students analyze particular advertisements and present their findings to the class. Discuss who this appealed to and the success and failures of the advertisement. Present a multi-ethnic variety of works of art that display a common theme (i.e. Mother and child, portraits) Class discussion could follow regarding similarities and differences.

8th Grade - Cultural Context and Art History

Art History

Students will be presented with concepts for the development of art through history influenced by the conditions of the sociopolitical climates. Threads of art history will be woven through out the year within the production of art. Students will gain understanding of how the trends of society interact with the art that is created.

State S.O.L.'s

- 8.11 The student will identify and analyze art and architecture from various world cultures, periods or civilizations by styles, symbolism and technological impact.
- 8.14 The student will identify major art movements and influential artists according to geography, culture and historical period.

Related vocabulary

gothic	renaissance	symbolism	invention	art nouveau
pop Art	classic	modern	cubism	fauvism
impressionism	surrealism			
futurism	narrative art			

Lesson Examples:

Discuss differences between works of art of the Renaissance and modern times. What changes are displayed? What contributes to those changes? How have inventions contributed to the form and substance that art has embraced?

Have students write stories for pictures they are given. They have to imagine sights, sounds and smells of the place they are viewing. They must stay true to possible events of the time.

Standards of Achievement - Criticism

Critiquing works of art is a methodical and thoughtful assessment of what is being viewed. Through the process of criticism - describing, analyzing, interpreting and judging, students will be able to shape and fortify their own opinions. Introspection, as well as the verbal expression of art analysis, will assist the student in viewing art, making judgments and developing their points of view. Students will take part in class discussion and write to express thoughtful critiques of works of art. Students will master art vocabulary as they discuss works of art and communicate concepts inspired by the work.

The following section is devoted exclusively to the review and assessment of student art.

Inquiry Process

The student will look at the design elements and principles within a work of art and describe how the elements and principles of design communicate to the viewer.

State S.O.L.'s	
6.15	The student will demonstrate inquiry skills and appropriate art vocabulary for <ol style="list-style-type: none"> 1) describing works of art; 2) responding to works of art; 3) interpreting works of art, and 4) evaluating works of art.
7.19	The student will explore and identify subjects themes and symbols as they relate to meaning in works of art.
7.20	The student will identify and examine criteria for judging works of art

Related vocabulary

describe	respond	interpret	evaluate
inquiry	opinion	observation	objective
culture	value	appreciation	standards

Lesson Examples:

Develop a worksheet for the student to answer questions about a work of art demonstrating inquiry skills.

Have class exercise the steps for critiquing work to understand modern pieces or unknown art.

6th/7th Grade - Criticism

Art and Emotions

Using appropriate vocabulary the student will convey how the artist is communicating feeling by the manipulation of color, line, subject matter and symbolism.

State S.O.L.'s

- | | |
|------|--|
| 6.16 | The student will discuss the ideas and emotions expressed in works of art using the appropriate art vocabulary. |
| 7.23 | The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences. |
| 6.13 | The student will discuss ways that art can be persuasive. |

Related Vocabulary

happy	sad	impression	bold	persuasion
universal	specific	valid	personal	depressing
controversial	issue			

Lesson Examples:

Postcards from museums offer a personal view for a student to complete a worksheet or assignment for what is being communicated by the artist. Have the student write a fictional story about what is suggested by the picture.

6th/7th Grade - Criticism

Analyzing the Creation of Art

The student will demonstrate awareness and, by using the critique process, thoughtfully review how the work was created. Discussion will entail what factors would have been influential in deciding what art is created. Students will be made aware of the influences that commercial art and design have on their daily lives.

Students will understand the legal and moral ramifications of copyrighted material and plagiarism.

State S.O.L.'s

- 6.14 The students will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three dimensional art.
- 6.17 The student will identify the relationship between art processes and final solutions.
- 6.18 The student will identify and examine ethical standards in the use of
 - 1. print and digital images;
 - 2. materials protected by copyright; and
 - 3. information technology.
- 7.18 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.
- 7.21 The student will examine ethical and legal considerations in the use of appropriated images and information.
- 7.22 The student will analyze, interpret and judge works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary
- 7.24 The student will identify the processes artist use to create works of art by analyzing rough sketches, drafts and series.

Related Vocabulary

interpretation	production	composition	substance	medium
planning	environment	communication	form	function
copyright	ethics			

Lesson Examples:

Discuss what changes have been made in material that an artist can access in the 21st century as opposed to the 15th century. Have some examples of early art and modern art. How has this changed what is made?

Select four or more works of art. Divide into groups. Each group has an individual topic to analyze. Openly discuss the findings.

In a thoughtful essay, discuss individual works by analyzing the elements and principles of design.

Discuss logos and fashion symbols-How do they affect what is worn or not worn? What does name recognition do?

8th Grade –Criticism

Inquiry Process

The student will use critical thinking skills to develop their own work and offer thoughtful views regarding the work of others. Projects will include preliminary sketches and planning to address the objectives of the lesson. The student will review their portfolios to determine the process and progress of their work over a period of time. The student will recognize cultural influences and commonalities in works of art.

State S.O.L.'s

- 8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
- 8.18 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.
- 8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documentation preparation, rough drafts and final solutions.

Related vocabulary

critique assessment description analysis evaluation
 judgment interpretation

Lesson Examples:

Split class into groups. Have each group specialize in one topic of criticism. Have the class regroup to critique a work of art orally.

Have the student choose a work out of their portfolio. Display the works as if in a gallery. Assign a student to act as art critic to review a particular work of art and write a newspaper article about the work.

Analyzing the Creation of Art

The student will review how elements and principles of design affect the impact of a work of art. They will make conscious art decisions based on their experiences and knowledge to create a successful work of art, which communicates an idea to the viewer.

State S.O.L.s

- 8.15 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
- 8.17 The student will communicate how personal experiences influence critical judgments about works of art.

Standards of Achievement - Aesthetics

Aesthetics is a vital part of assessing formal art and artistic expression. The study of beauty and the nature of beauty with its facets of existing knowledge, observations, judgments and the influence of culture will assist the student in determining artistic value in a cross cultural as well as cross- curricular reference. Through the process of art criticism (describing, analyzing, interpreting and judging) students will be able to shape and fortify their own opinions. Introspection, as well as verbal expression of art analysis, will assist the student in viewing art, making judgments and developing their opinions. Student's abilities for critical analysis and problem solving will be enhanced through repeated use of aesthetic inquiry.

Students in all art classes will develop analytical skills in questioning (developing and adapting preconceived ideas) and articulating (reacting to art and developing a point of view). Methods to encourage thought will include written exercises of analyzing cinematic work, photographs or actual art as well as class discussions about historical techniques or cultural traditions. In the continuing emphasis of communication in art many students benefit from expressing themselves in a variety of methods, verbal, visual, or kinesthetic.

The role of art in society and in defining characteristics of civilizations will be looked at in all grades. Universal communication will be a topic for application to visuals that are historical or cultural.

Museum visits may be used to successfully enhance the students' ability to analyze previously unseen work or to discern the difference between seeing the work in person as opposed to a photographic image.

6th/7th Grade - Aesthetics

Creating questions of meaning

Students will take part in thoughtful discussion with regard to works of art. Students will form opinions based on knowledge, experience and personal opinion to create an aesthetic judgment.

State S.O.L.'s	
6.19	The student will respond to works of art and analyze responses in terms of cultural and visual meaning
6.20	The student will generate philosophical questions regarding meanings in works of art
7.26	The student will generate questions and possible answers to questions about works of art.

Related vocabulary

aesthetics	culture	beauty	experience	knowledge
value	meaning	factors	value system	beliefs

Lesson Examples:

Involve class in debate about selected artwork with every lesson that is introduced to encourage the students to develop fluid communication skills and to further develop their opinions. Reiterate art vocabulary to enrich concepts learned.

Queries of emotions

Students will be able to discuss the emotional response that art creates. Students will be able to verbalize what works of art invoke from themselves.

State S.O.L.'s	
6.22	The student will explain orally and in writing, the means by which visual art evokes sensory and emotional responses.
7.28	The student will describe personal sensory responses to the visual qualities of a work of art.

Related vocabulary

moving	essay	thoughtful response	visual qualities
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Lesson Examples:

Have the student select a work of art and write what emotions are communicated in the picture and what the artist did to encourage that particular communication.

6th/7th Grade - Aesthetics

Cultural beliefs

Students will develop an awareness and recognize that belief systems may be generated by a work of art. Differences of cultural heritage will be discussed. Art will be discussed in the aspect of how different perceptions communicate according to the artist’s and the viewer’s beliefs. The value given to art will be discussed with regard to multicultural preferences.

State S.O.L.’s

- 6.21 The students will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
- 7.25 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.27 The student will describe ways that social and cultural beliefs can influence responses to a work of art.

Related vocabulary

religious	cultural	values	historical	classic
influences	generation	honor	heritage	
prejudice	preference	customs	expression	ethnic

Lesson Examples:

Have students work in cooperative groups and discuss their response to three questions related to a particular cultural work of art. Groups will brainstorm and document the different perspectives communicated by the group members. One speaker per group will present to the class what was discussed.

8th Grade - Aesthetics

Throughout the art program, students will discuss orally and in writing the purposes and meanings of art works. They will take part in discussions about different cultural perspectives in art, and they will use learned art vocabulary, and a thoughtful process to reflect upon their views.

State S.O.L.s

- 8.20 The student will discuss and analyze the purposes, values and meanings of works of art.
- 8.21 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations.
- 8.22 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.

Related vocabulary

beauty	judgments	aesthetic value	aesthetic judgments	
taste	characteristic	symbolism	relevance	harmony
originality	craftsmanship			

Lesson Examples:

Choose a hypothetical situation regarding a work of art. Have the class discuss it with regard to their different opinions.

View several works from different cultures within America (Shakers, African American Art, Native American Art, etc.) Discuss impact and influences that these cultures display.

Student Assessment

The LCPS Middle School Art Education Program is based on the belief that art education is an integral part of a well-balanced education. A quality education depends on the presence of a vital energetic art education program. Such a program is built around an important body of historical, theoretical and skills-related knowledge. The student-based program is designed to enhance the conceptual, aesthetic, and cognitive development of each learner. The development of each student's self esteem, as well as their critical thinking skills, can be greatly enhanced through the assessment process, as students develop their own opinions and recognize their abilities to create art.

Art educators must assess student understanding throughout each unit or lesson, as well as at the end of each grading period. Assessment must also take into consideration different needs and learning styles. Assessment should be a direct response to the lesson objectives established by the educator in accordance with the art curriculum, Standards of Achievement and Standards of Learning. Assessment criteria should be clearly communicated and understood by the students before engaging in a lesson. Assessments should be used during a lesson to gauge direction and reinforce objectives, as well as at the end of the lesson, to evaluate the overall understanding of a unit.

Assessment of student achievement is designed to help students achieve goals, and to help the art educator individualize instruction, identify special needs, plan for instruction and communicate with parents. Assessments may be done by the student, peers, and the educator. Using all three sources for reflection encourages students to take an active role in assessment and helps them understand the process.

Assessment may take many forms throughout Loudoun County art classes. Forms of assessment may include but are not limited to rubrics, teacher check sheets, individual rating scales, anecdotal records, formal and informal critiques, role playing, art research, process evaluations and portfolios. Students are assessed on the content of their work and the knowledge and the skills they have gained. The knowledge they gain should reflect their understanding of the arts, especially its personal, historical, cultural, and social contexts. The skills they gain should reflect their perceptual, technical, expressive and reflective ability to communicate their knowledge. Successful use of both knowledge and skills will determine the quality and depth of their work.

Assessment

The following ways are examples of how assessment may be meaningfully integrated into a lesson or unit.

The Assessor

Student

- Students assess their progress on a project by noting how well they have accomplished a project's objectives on a rubric, and then determine specific goals to address while completing the project.
- Students assess their final project by assuming the identity of an art critic and writing an article on their work, as a unique piece and as part of an entire class' artwork.
- Students assess established works of art with regard to cultural significance, historical works with the meanings expressed in their own artwork.
- During a long-term project, students may keep a daily record of their accomplishments and goals, motivating them towards a successful completion of their project.

Peer

- Peers assess the artwork of their classmates during an auction in which works are bid on based upon the completion of the unit's objectives.
- Peers evaluate the work of classmates by filling out rubrics and offering positive comments and suggestions before the completion of the assignment.
- Peers review all of the sketches or work and choose particular examples that they feel meet the objectives of the unit. Suggestions can be offered regarding alternative ideas or development of the existing work.

Educator

- Educator assesses student progress by completing a similar rubric to the student rubric, encouraging conversation about and clarification of the content and objectives of the unit.
- Educator facilitates formal critiques with the class.
- Educator and student assess artistic growth through portfolio reviews at each semester's end.

Assessment

Assessing Art Production

The rubric examples included in this document reflect the significance of assessing the student's knowledge and skills. Student's artwork should reflect their mastery of the Standards of Achievement as well as each student's ability to apply their knowledge and skills in thoughtful, well-crafted and creative ways using a variety of media. The instructor's initial presentation should include expectations for the outcome of the project: understanding the historical significance of the work; personal interpretation and expression of understanding; creativity. Emphasis should also be placed on excellent craftsmanship that allows the message of the work to be clearly understood. Clear demonstrations of technique should be performed so that students understand the expectations. It is helpful to give students a copy of the rubric that will be used to assess their work at the beginning of the lesson so that they may refer to it while planning, producing, and reflecting upon their work.

Craftsmanship is the urge to express something meaningful which creates the desire for greater perfection. - Victor Lowenfeld, 1952

LCPS MSAE Safety Measures

Specific remarks to the middle school art education program are listed below but are not inclusive to the myriad of incidents, which may occur in the art room.

- Please be advised that when ordering art and creative materials from catalogs, the products must meet guidelines set up by The Art and Creative Materials Institute (ACMI). If in doubt of a product's safety, refer to the **Material Safety Data Sheet-MSDS** that may be requested from the manufacturer. When ordering products the label guidelines are as follows:

LABEL	GUIDELINES
AP- Approved Product CP- Certified Product	Grades K through 8 th , materials are non-toxic and meet American National Standards Institute (ANSI) quality conformance standards.
HL-Health Label(NonToxic-No Health Labeling Required)	Grades 9 th and through 12 th , materials are non-toxic when used in a manner as appropriately described on the label and the <i>Material Safety Data Sheet (MSDS)</i>
HL- Health Label(Cautions Required) CL-Certified Label(Contents Warnings)	These products contain <i>Health Warnings</i> and are hazardous. Materials with this label <u>should not be used</u> in the Loudoun County Public School System.

- Please use age appropriate tools in the art room. [*Age appropriate* is determined by the art educator's assessment of student ability.]
- Please adhere to the Virginia Standards of Learning for Safety located in this Curriculum.
- If the kiln is on when you leave school, please remember it is your responsibility to make certain that it does not remain on throughout the afternoon and evening. Further, the principal should be made aware that you will be returning to school to check on the status of the kiln and to confirm that the kiln has shut off.

Artist Safety Handbooks may prove to be valuable sources of information when ordering or for anticipated use of materials/tools with students. However, in the event of procedural safety conflicts, art educators will always follow the LCPS safety procedures.

Please contact your school principal if you have any questions regarding safety issues in the art room.

Exhibitions and Displays

The middle school art education program requires art educators to exhibit student artwork as much as possible both within and outside of the school. Continuous and attractive exhibits/displays are essential to fostering student confidence, participation and achievement within the Loudoun County Public Schools Middle School Art Education program. Exhibits (except for on-line) should always include the name of the student, school and lesson objectives or a brief description of the project.

On-going attempts to advocate art education through exhibits and displays in the community and on-line have included:

- North Street Administration Office
- Loudoun County Libraries
- Loudoun Hospital Center
- George Washington University (Ashburn Campus)
- Shenandoah University (Leesburg Campus)
- LCPS Fine Arts Web Page
- America On-Line
- MH_z Learn

During Youth Art Month (March), art educators will engage in selected lessons, activities and exhibits/displays that promote the art education program in their school and in the community. The entire Loudoun County Art Education Department also joins together with an all-county art show during the spring.

SAMPLE Unit/Lesson Plan

Art educators are required to create lesson and or unit plans in accordance with the guideline detailed in the LCPS MSAE Curriculum. Below is an example of how it might be formatted as well as the content to be included in each plan.

LESSON
DATES
GRADE

NATIONAL VISUAL ART STANDARDS

VIRGINIA STANDARDS OF LEARNING (SOL)

STANDARDS OF ACHIEVEMENT FOR:

PRODUCTION

HISTORY

AESTHETICS

CRITICISM

CURRICULUM INTEGRATION

Educator Resources

Individual teachers may alter their lessons to best meet the needs of all student learners. Differentiation of instruction ensures all middle school students will have a successful art experience. LCPS middle school art teachers are encouraged to introduce new concepts and artists as they themselves explore the field.

Pedagogical techniques can assume a wide range of creativity. Video presentations can support or assist in the understanding of curriculum content. Demonstrations and classroom visuals can aid those students who grasp concepts by seeing concrete examples. Visiting speakers of various art mediums are an excellent way of demonstrating the vitality of art and opportunities for artists. Varied approaches ensure all learners will understand and be able to creatively apply the concepts learned.

The Internet provides a myriad of resources to research ideas, and enhance art history presentations. It provides visual resources as well as reference material to support the curriculum. Sites should be reviewed before introducing them into a classroom setting.

Some useful reference sites may include:

Teacher resources and AE advocacy

Reference sites for artists, periods and works;

www.artcyclopedia.com or

www.artlex.com/ (art dictionary with visual examples) or

WebMuseum, Paris <http://www.ibiblio.org/wm/paint/> (reference to artists and movements)

Artsedge <http://artsedge.kennedy-center.org/> (professional resources, reviews, lessons and programs)

The Getty Institute: www.getty.edu/artsednet (lesson plans, exhibits, discussion groups)

The American Century: whitneyartmuseum.net

(Timeline of the 20th century with art and relevant social and historical events)

Association for the Advancement of arts education: <http://www.aaae.org/teachers.html>

Visual Thinking Strategies; <http://www.vue.org/>

Art History Resources: <http://witcombe.sbc.edu/ARTHLinks.html> (extensive and comprehensive source for multicultural civilizations and media)

Aesthetics:

Aesthetics On-Line: <http://www.aesthetics-online.org/>

Teaching Non-Western Aesthetics: <http://www.aesthetics-online.org/ideas/sartwell.html#citation1>

Two and Three Dimensional work:

The National Gallery of Art: www.nga.gov (exhibits, resources, virtual tours)

The Art Institute of Chicago: www.artic.edu/aic (archives, exhibits, collections)

The Louvre Museum; <http://www.louvre.fr/louvrea.htm> (guided tours, collections, etc.)

Japanese Art: National Museum at Kyoto: http://www.kyohaku.go.jp/mus_dict/hddc1e.htm

Educator Resources

Cultural Studies

National Museum of the American Indian: <http://www.nmai.si.edu/>

Pueblo Indians: <http://www.indianpueblo.org/ipcc/>

Native American Sites/American Indian Library Association

<http://www.nativeculture.com/lisamitten/indians.html>

H. Mann's Webpage on Traditional Japanese Art -

http://www.sfusd.k12.ca.us/schwww/sch618/japan/Art/Japanese_Art.html

Chinese Art: <http://www.chinapage.com> (calligraphy, symbolism, links, literature, artwork)

Islamic Calligraphy: <http://www.sakkal.com/ArtArabicCalligraphy.html>

Islamic Arts and Architecture Organization:

<http://www.sakkal.com/ArtArabicCalligraphy.html>

Australian Aboriginal Art; <http://www.aboriginalartonline.com/>

Hispanic Art: <http://www.fsu.edu/~modlang/sp-cai/coursesite/ArtLinks.htm> (links of artists and museums)

African Art: National Museum of African Art: <http://www.nmfa.si.edu/>

Bayly Art Museum, UVA

<http://www.lib.virginia.edu/clemons/RMC/exhib/93.ray.aa/African.html> (aesthetics and meaning)

African Art Museum <http://www.zyama.com/> (artistic styles by tribe)

Photography-

The Beginnings of Photography

<http://kodak.com/global/en/consumer/education/programs/composition/photoProgramCompMainClass>.

Tutorial on aspects of camera and lighting:

<http://www.timebanditphoto.com/photography.htm>

Computer Art

Museum of Computer Art: <http://www.museumofcomputerart.com/> (artists, artwork, links)

Computer Arts <http://www.computerarts.co.uk/> (tutorials, graphics)

Useful Books**For the Classroom**

Atkins, Robert, *ArtSpoke A guide to Modern Ideas, Movements and Buzzwords 1848-1944*

Atkins, Robert, *ArtSpeak, A guide to Modern Ideas, Movements and Buzzwords 1945 to the Present*

Battin, Margaet, *Puzzles about Art: An Aesthetics Casebook*

Hume, Helen, *The Art Teacher's Book of Lists,*

For professional development

Gardiner, Howard, *Art Education and Human Development*

Perkins, David N., *The Intelligent Eye, Learning to Think by Looking at Art*

Sarason, Seymore, *Teaching as a Performing Art*

Michael, John, *Art and Adolescence*