

# Middle School Art

Ten and twenty week courses in the Middle School Art Department

## **Developed by:**

Connie Anderson  
Beth Iatrou  
Julie Ingalls  
Gayle Killingbeck  
Motria Kraus  
Stefanie Lapenta  
Jean Peedle  
Lynn Schatzle

## Overview/Course Description

Middle school art will present a thorough guide for the beginner through use of elements and principles of design. Students will explore two-dimensional mediums such as pencil, pastels, charcoal, watercolors, and tempera. Three-dimensional mediums may include clay, papier mache, wire, paper, plaster, and wood. Subject matter may include landscape, figure, and still life subjects as well as abstract compositions. Art history will be introduced in context through the use of reproductions, books, Internet, and videos. The art process will focus on skills and techniques to create art work in the various mediums. Assessment will be a continuous process that meets the given criteria

Anticipating that students will continue in this mode of inquiry, middle school art will include deeper and more extensive exploration in this discipline through similar units of study. Each course nurtures a growing sophistication in the execution of art techniques and knowledge of the history of art as a means for self-expression. All listed key concepts and benchmarks are covered in the ten -week art course. Key concepts and benchmarks are covered in greater depth and detail in the twenty -week course.

## K – 12 Arts Education Content Standards - Michigan Department of Education

|                      |  |
|----------------------|--|
| Content Standard I   | All students will apply skills and knowledge to perform in the arts  |
| Content Standard II  | All students will apply skills and knowledge to create in the arts.  |
| Content Standard III | All students will analyze, describe and evaluate works of art.   |
| Content Standard IV  | All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.  |
| Content Standard V   | All students will understand, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. |

**Benchmarks referenced are from the Michigan Department of Education which are included in the K-12 curriculum document.**

## Units of Study

The six units of study will be presented with an integrated approach to the art making process. Students will utilize the elements of design to create artwork through organizational skills that reflect the principles of design.

### UNIT I- Historical/Multicultural

### UNIT II- Ideas/Styles

### UNIT III- Structure

### UNIT IV- Process

### UNIT V- Reflection/ Assessment

### UNIT VI- Integration

#### Each Unit is composed of:

**Key concepts** that state the major ideas students are expected to comprehend.

**Benchmarks** are statements of what students will know or are able to do while progressing towards achieving the standards.

**Assessment Tasks** are suggestions of ways students can demonstrate the degree to which they have reached the Benchmarks.

**Opportunities for Integration** are connections between concepts with the unit and subject matter from related units or disciplines

**Authentic Application/Career** are statements that show where these skills and processes are used in the world beyond school.

**Instructional Resources** are listed materials that support the teaching of this unit.

# I. Historical/Multicultural

## Key Concepts

1. People everywhere use art to record ideas, feelings and events throughout history.
2. Available natural resources have determined the materials, quality and appearance of both functional and non-functional art objects.
3. Styles and processes are influenced by the culture and the characteristics of the medium.

## Benchmarks

Students will:

1. Observe and compare works of art that were created for different purposes (Art III. MS.2)
2. Analyze personal, family and community connections that involve work by visual artists. (Art V MS.I)
3. Know and compare the characteristics of artworks in various eras and cultures. (Art IV. MS.1)
4. 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. (Art IV. MS.3)
5. Describe and place a variety of art objects in historical and cultural contexts. (Art. IV. MS. 2)
6. Compare the characteristics of art in two or more art forms that share similar subject matter, historical periods, or cultural contexts. (Art V.MS.3)

## Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

## Examples

The students will perform tasks such as:

1. Comparing and contrasting two or more samples of art work verbally or in writing within given criteria.
2. Gathering artwork found in the home, local businesses, museums, and places of worship and analyzing them with activities which may include listing, photographing, or drawing samples.
3. Selecting a specific area or culture and focusing on examples of artwork that reflect characteristic design, colors, and purpose to create artwork within given criteria.
4. Analyzing visual art samples (photos) of local architecture and describing how factors of climate, time, style, technology and place have influenced the function and physical characteristics in monitored classroom discussion. .
5. Describing connections between cultural artifacts and available natural resources verbally or in writing.

## Integration

1. Social Studies: After a study of various countries, students will make connections between the people and their creations.
2. Language Arts: Students might culminate a study of various poetic forms with the use of hieroglyphic symbols to communicate in symbolic language.
3. Math: Tessellations and geometric patterns are made in mathematical concepts.

## Authentic Applications

1. Cultural motifs are used in clothing, jewelry, patterns and commonly used domestic items.
2. Architecture is determined by cultural styles and motifs and reflects specific historical periods and regions.

## II Ideas/Styles

### Key Concepts

1. Artists use symbols, themes, and experiences in a variety of different subjects to express an idea.
2. Artists use visual metaphors to react to personal events, trauma, emotional upheavals, and political and social circumstances.
3. There are as many creative solutions to visual problems as there are artists who solve them.

### Benchmarks

Students will:

1. Describe how personal experiences influence the development of specific artworks. (Art III. MS. 5)
2. Use subjects, themes, and symbols that communicate intended meaning in artworks. (Art II. MS. 4)
3. Integrate the visual, spacial, and temporal concepts with content to communicate intended meaning in artworks. (Art II. MS. 3)
4. Form and defend judgment about characteristics and structures to accomplish commercial, personal, communal and for other purposes of art. (Art III. MS. 1)
5. Compare the characteristics of work in two or more art forms that share similar subject matter, historical periods, or cultural context. (Art V. MS. 3)
6. Know and compare the characteristics of artworks in various eras and cultures. (Art IV. MS 1)

### AssessmentTasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

The students will perform tasks such as:

1. Creating works of art representing important events in student's lives utilizing specific techniques and media.
2. Analyzing exemplary works and creating individual projects utilizing similar style and technique according to given criteria.
3. Identifying the purpose of works from different periods verbally or in writing according to given criteria.
4. Creating works of art that depict specific emotions prompted by music, poetry, or short stories within given criteria.

### Integration

Language Arts: Artists depict ideas with a specific style (voice), and symbols (word choice) in much the same way as a writer convey ideas. (6+1) Writing Traits.

Social Studies: Paintings and drawings are visual representations of historical events.

Science: Classification of various artists and art periods forms structure similar to species, family, and genus.

### Authentic Assessment

1. Artists are motivated by circumstances and significant events in their lives.
2. Every culture uses visual symbols in their artwork to express religion, capture history, or record events.

## III Structure

### Key Concepts

1. Artists employ organizational principals and elements to express ideas.
2. Elements of design are creatively expressed in a composition that has been constructed according to the principles of design.

### Principles of Design

- Balance
- Emphasis
- Unity
- Movement
- Contrast
- Pattern
- Rhythm

### Elements of Design

- Value
- Color
- Form
- Shape
- Line
- Space
- Texture

### Benchmarks

Students will:

1. Select and use the visual characteristics and organizational principles of art to communicate. (Art I. MS. 3)
2. Employ organizational principles and analyze what makes them effective or not in the communication of ideas. (Art II. MS. 2)
3. Integrate organizational structures and characteristics to create art for different purposes. (Art II. MS. 5)

### Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will perform tasks such as:

1. Analyzing the effectiveness of organizational principles (contrast, balance, emphasis, etc.) verbally or in writing.
2. Using the seven principles to create works of art (paintings, sculpture, etc.) depicting multicultural themes within given criteria.

### Integration

Language Arts: Authors use organization, fluency, and conventions similar to artistic principles.

Science: Scientific principles and elements are also the foundational structure of science.

Math: Geometry takes spatial relationships and proportion into consideration.

Technology: Various mediums of technology (digital camera, programs, and Intranet) are used as tools to create artworks and enhance the comprehension of contemporary art.

Music: The organizational principles and elements of design apply to composing music as well as art.

### Authentic Applications

1. Similar structures are evident in other forms of communication.
2. Design careers involve the use of the elements and principles of design.

## IV Process

### Key Concepts:

1. Artists use the creative process and sequential execution to produce art.
2. Artists use a wide variety of media, tools, and techniques.

### Creative Process

- Brainstorm
- Research
- Learn and apply techniques
- Rough sketches and models
- Revise ideas
- Create the finished product
- Evaluate
- Exhibit

3. Artists use a wide variety of media, tools, and techniques.

### Benchmarks

Students will:

1. Integrate the visual, spatial, and temporal concepts with content to communicate intended meaning in artworks. (Art II. MS.3)
2. Select materials, techniques, and processes to effectively communicate ideas. (Art II. MS.1)
3. Select materials, techniques, media technology, and processes to achieve desired effects. (Art I. MS.1)
4. Use art materials and tools safely and responsibly to communicate experiences, and ideas. (Art I. MS.2)
5. Organize information and ideas for media productions. (Art II. MS.6)

### Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will perform tasks such as:

1. Utilizing the sequence of the creative process to produce a work of art (traditional and electronic media) within given criteria.
2. Choosing the most effective technique within a given media (wet on wet or dry brush with watercolor) to produce the desired effect.
3. Utilizing digital cameras to create self-portraits within given criteria.
4. Demonstrating safe practices in proper use of art tools.

### Integration

Language Arts: Brainstorming art ideas verbally is necessary prior to creating a final project.

Science: Research skills can be used to understand an artist or artistic style.

Math: Solving mathematical problems requires a specific process.

Technology: Specific processes are necessary to achieve desired results with software programs.

### Authentic Applications

1. The creative process is used to solve numerous challenges.
2. Effective communication is based on choices of materials, techniques, and appropriate processes to achieve the desired result.

## V Reflection

### Key Concepts:

1. Reflection is integral to the creative process.
2. Artists respond to their environment.
3. Artists can be inspired by the reactions of the viewers.

### Benchmarks

Students will:

1. Integrate the visual, spatial, and temporal concepts with content to communicate intended meaning in artworks. (Art II. MS. 3)
2. Form and defend judgement about characteristics and structures to accomplish commercial, personal, communal or other purposes of art. (Art III. MS. 1)
3. Compare the characteristics of work in two or more art forms that share similar subject matter, historical periods, or cultural context. (Art V. MS. 3)
4. Describe and compare the characteristics of personal artwork to the artwork of others. (Art III. MS. 4)
5. Describe how materials, techniques, technology and processes cause responses. (Art III. MS. 3)
6. Be involved in the process and presentation of a final product or exhibit. (Art I. MS. 4)

### Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will perform tasks such as:

1. Identifying the purpose of an artwork according to given criteria.
2. Evaluating a selected artwork and formulating a critique based on the aesthetics and function of the piece by discussing and defending their opinions verbally or in writing.
3. Analyzing how culture and materials impact the selection of an artist's subject and/or theme (examining and recreating Kachina Indian sculptures; creating a Venn Diagram to compare and contrast the landscapes of Turner and Monet; or comparing and contrasting the hero story paintings of N.C. Wyeth with the heroes in modern comic books) within given criteria.
4. Describing and comparing in writing two pieces of artwork using stylistic characteristics (subject matter, theme, historical, and cultural contexts) in portraits by Rembrandt and Van Gogh.
5. Discussing and analyzing how the materials, techniques, technologies, and processes used in an artwork can effect the response to the piece within given criteria.
6. Making aesthetic judgements based on established criteria in the selection of artworks for exhibition.

### Integration

Language Arts: Art journals keep a record of thoughts, images, evaluations of work, and art vocabulary terms.

Science: Create a Venn Diagram to compare, contrast, and identify similar characteristics.

Social Studies: Make connections between current events and the artwork of the time.

### Authentic Applications

1. Oral critiquing is a verbal discussion of strengths and weaknesses in a piece of artwork.
2. Written critiquing is evaluation by use of rubrics and journals.

## VI Integration

### Key Concepts:

1. Art is inherent in everyday life.
2. Art is a reflection of culture.
3. Art can be visual, physical, structural, emotional, and informative.

### Benchmarks

Students will:

1. Organize information and ideas for media productions. (Art II. MS.4)
2. Integrate organizational structures and characteristics to create art for different purposes. (Art II. MS.5)
3. Describe ways in which the principles and subject matter of other disciplines taught in the schools are inter-related with the visual arts. (Art V. MS.4)
4. Describe and compare skills involved in arts-related and visual arts careers. (Art V. MS.2)

### Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will perform tasks such as:

1. Making knowledgeable choices about materials, techniques, and processes to be applied to various projects.
2. Applying the elements and principles to solve the design problems within given criteria (e.g. enhancing a package/product design to increase marketability, improving one's physical environment to increase organization and productivity, etc.).
3. Connecting art concepts across curricular disciplines (e.g. perspective, tessellations; color, rhythm, emphasis etc.) via writing assignments
4. Describing and Comparing skills involved in arts-related and visual arts careers verbally or in writing according to given criteria.

### Integration

Language Arts: Use 6+1 Writing Traits for terms, process explanation, and evaluation in art.

Technology: Connecting art with career choices, such as graphic design, web page, set design, and illustrating.

Music/Dance/Drama: Set design and costume design enhances productions.

Social Studies: Functional and non-functional objects can be compared through the various cultures.

### Authentic Application

1. Art is reflected in the physical world around us.
2. Art crosses all disciplines and areas of study.

## **Instructional Resources**

### **Prints**

#### **Careers in Art Posters**

Set of 12 posters that give an overview of the options in art-related careers.

Crystal Productions

Box 2159

Glenview, IL 60025

#### **Ceramics Posters**

Set of 14 posters that include step by step photographs that illustrate the ceramics' concepts.

Crystal Productions

Box 2159

Glenview, IL 60025

#### **Elements & Principles of Design Posters**

Set of 14 posters that illustrate the seven "Principles of Design" and the seven "Elements of Design".

Crystal Productions

Box 2159

Glenview, IL 60025

#### **Take 5 Art Prints**

A series of prints in portfolios on themes (i.e., Pop Art, Women Artists, Sculpture, Urban Environments,...)

Crystal Publications

Box 2159

Glenview, IL 60025

### **Books**

Bloom, Dwila. Multicultural Art Activities Kit.

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

Kong, Helen. The Great Clay Adventure.

Schuman, Jo Miles. Art From Many Hands.

Tejada, Irene. Brown Bag Ideas.

Vieth, Ken. From Ordinary to Extraordinary, Art & Design Problem Solving.

### **Video/DVD**

#### **African American Artists Series**

Davis Publications, Inc.

50 Portland Street

Worcester, MA 01608

#### **Basic Perspective Drawing**

Gerald Brommer

Crystal Video

Glenview, IL

**Calligraphy: 1**

Learn & Earn Video  
Goldsholl: Design & Film, Inc.

**Degas and the Dancer**

Devine Entertainment Corporation  
Toronto Ontario, Canada

**Drawing the Line, A Portrait of Keith Haring**

Kultur International Films, LTD  
W. Long Branch, NJ

**Goya, Awakened in a Dream**

Devine Entertainment Corporation  
Toronto Ontario, Canada

**Mary Cassatt American Impressionist**

Devine Entertainment Corporation  
Toronto Ontario, Canada

**Masks From Many Cultures**

Crystal Video  
Glenview, IL

**Mobile, Alexander Calder**

National Gallery of Art, Washington

**Monet, Shadow and Light**

Devine Entertainment Corporation  
Toronto Ontario, Canada

**Rembrandt, Fathers and Sons**

Devine Entertainment Corporation  
Toronto Ontario, Canada

**Tessellations: How to Create Them**

Jim McNeal  
Crystal Video  
Glenview, IL

**Winslow Homer, An American Original**

Devine Entertainment Corporation  
Toronto Ontario, Canada

**Works by Women**

**Art From Ancient to Modern Times**  
J. Weston Walch

**Magazines****Arts & Activities**

591 Camino de la Reina  
San Diego, CA 92108

### **Scholastic Art**

Scholastic Inc.  
2931 East McCarthy Street  
P.O. Box 3710  
Jefferson City, MO 65102-3710

### **School Arts**

Davis Publications, Inc.  
50 Portland Street  
Worcester, MA 01608

### **Web Sites**

[www.haring.com](http://www.haring.com)

**Interactive site, artists biography, work,...**

[www.warhol.com](http://www.warhol.com)

**Artists biography, work,...**

[www.dia.org](http://www.dia.org)

**Interactive gallery, resources, ...**

[www.faihringgold.com](http://www.faihringgold.com)

**Interactive site, artist biography, work,...**

[www.naea-reston.org](http://www.naea-reston.org)

**Special programs, convention information, and publications**

[www.sandford-artedventires.com](http://www.sandford-artedventires.com)

**Art games, teacher and student resources**

<http://falcom.jmu.edu/~ramseyil/arteducation.htm>.

**Various art web sites**

[www.mundidesign.com](http://www.mundidesign.com)

**interactive design and color theory for all ages**

### **Assessment**

[www.rubistar4teachers.com](http://www.rubistar4teachers.com)

rubric design

[www.rubimark.com](http://www.rubimark.com)

rubric design

### **BOOK**

Assessment in Art Education-  
Donna Kay Beattie-Davis Publications

## CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit " though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

**Arts and Communications** - careers related to humanities and the performing, visual, literary and media arts.

**Business, Management, Marketing & Technology** - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

**Engineering, Manufacturing and Industrial Technology** - careers related to technologies necessary to design, develop, install or maintain physical systems.

**Health Sciences** - careers related to the promotion of health as well as the treatment of injuries and disease.

**Human Services** - careers in childcare, civil service, education, hospitality and the social services.

**Natural Resources and Agriscience** - careers related to natural resources, agriculture and the environment.



The accompanying *ART curriculum* falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics\* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers\* that fall under this **pathway** include:

|                             |                                |                       |
|-----------------------------|--------------------------------|-----------------------|
| Advertising Agent           | Interior Designer              | Actor/Actress         |
| Broadcast Technician        | Clergy                         | Author                |
| Photographer                | Audiovisual Technician         | Technical Illustrator |
| Public Relations Specialist | Photo Process Worker           | Bookbinder            |
| Painter and Sculptor        | Merchandise Displayer          | Dancer                |
| Musician and Composer       | Religious Worker               | Broadcast Technician  |
| Set Decorator               | Radio and Television Announcer | Archivist & Curator   |
| Advertising Copywriter      | Historian                      | Commercial Artist     |

\* Taken from MOIScripts, Michigan Occupational Information System, © 2000



