

VISUAL ART

Havre Middle School

Grade Level: Sixth, seventh and eighth grade classes

Length: 9 weeks (quarter class)

Essential Understanding:

Students will learn the basics of clay, acrylic and watercolor paints, drawing in perspective, oil pastels, printmaking, paper mache' and the elements and principles of art. Students will also learn correct techniques, tool terminology, proper cleanup and storage of tools and safety. Projects progress throughout the grade levels, building on the student's knowledge, usage and skill level of the various medias and techniques used.

Course Objectives and Expectations:

1. Create a work from their own ideas and images based on themes, symbols, events and personal experiences.
2. Select a variety of materials and sources to demonstrate a specific art form.
3. Prepare and/or revise works for presentation.
4. Collaborate with others to make artistic choices.
5. Describe and analyze artistic choices in their own work and works of others.

Student Objectives:

Students will:

1. Design project steps and criteria to reach an identified goal and investigate personally relevant content for art-making;
2. Demonstrate awareness of issues and ethics of appropriation as they create artworks and design;
3. Apply criteria to plan revisions for artwork or design;
4. Compare similarities and differences associated with preserving and presenting two- dimensional, three-dimensional, and digital artwork;
5. Evaluate methods for preparing and presenting artwork based on criteria;
6. Explain and cite evidence about how exhibits reflect history and values of a community;
7. Explain how a person's aesthetic choices are influenced by culture and environment;
8. Collaborate to interpret artworks;
9. Develop criteria to evaluate artwork;
10. Use art to express ideas and current interests;
11. Distinguish different ways that artworks represent, establish, reinforce, and reflect group identity.

Montana Standards For Career And Vocational Technical Education

MCS CTE 2

Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)

- 2.2 Follow detailed instructions and complete assignment (e.g., project/time management)
- 2.3 Recognize time constraints (e.g., personal time)
- 2.4 Recognize limitations on physical resources.

MCS CTE 3

Students acquire and utilize personal and leadership skills to become successful, productive citizens.

1. 3.1 Serve as a positive role model by following the rules, regulations, and policies of the school community.
2. 3.2 Identify personal and work ethics.

3.3 Recognize characteristics of good citizen. 3.5 Observe and recognize diversity.

MCS CTE 4

In today's technology-driven society, students must be able to use tools, materials and processes to improve task completion and transfer technical skills within a variety of workplace settings.

Montana Content Standards for Reading in Science and Technology

RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4: Determine the meaning of symbols, key terms, and other domain -specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 –8 texts and topics.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

National Standards of FCS 1.0 Career, Community and Family Connections

Comprehensive Standard Integrate multiple life roles and responsibilities in family, work, and community settings.

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

1.2.4 Demonstrate teamwork skills in school, community and workplace settings

6. 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
7. 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
8. 1.2.8 Demonstrate work ethics and professionalism.

Other Pertinent Standards:

National Standards of Visual Arts 2.0

2.1 6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

2.1 7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

2.1 8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art- making or designing.

National Standards of FCS 5.0: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

5.1 6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

5.1 7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

5.1 8a Collaboratively prepare and present selected theme- based artwork for display, and formulate exhibition narratives for the viewer.

Pacing/Content

Standards

Week 1- Clay techniques and tools

*M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1 8a;
M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S. 5.1
8a*

Week 2 – Clay building slab walls (boxes, cakes and pinch pots)

*M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1
8a; M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S.
5.1 8a*

Week Three- learning to draw in 1 and 2 point perspective

*M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1
8a; M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S.
5.1 8a*

Week Five: Watercolor techniques, learning different types of paintbrushes and their uses

*M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1
8a; M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S.
5.1 8a*

*Week Six: 'paper mache' and miscellaneous types of mediums such as gesso, rice paste
etc.*

*M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1
8a; M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S.
5.1 8a*

Week Seven: oil pastel techniques

*M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1
8a; M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S.
5.1 8a*

*Week Eight: Artist study, learning about various artists and applying their techniques to
their artwork. (Picasso acrylic paintings, Warhol ink prints, Haring characters using
colored markers)*

*M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1
8a; M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S.
5.1 8a*

Week Nine: Artist study flip books, including fun facts, artists works, and the artist themselves, using pencils, crayons and markers, learning the correct way to color.

M.A.S. 2.1 6a; M.A.S. 2.1 7a; M.A.S. 2.1 8a; M.A.S. 5.1 6a ; M.A.S. 5.1 7a; M.A.S. 5.1 8a

Resources:

MCS STANDARDS

RST.6-8.9 MCS CTE 2 NSFCS 1.0, 8.0

RST.6-8.3 RST.6-8.4 RST.6-8.9

MCS CTE 2 MCS CTE 3 SFCS 1.0, 8.0, 9.0

RST.6-8.3, 6-8.4, 6-8.9 RST.6-8.3, 6-8.4, 6-8.9 NSFCS 1.0, 2.0, 5.0,8.0, 9.0 RST.6-8.3, 6-8.4, 6-8.9 NSFCS 1.0, 2.0, 5.0,8.0, 9.0 RST.6-8.3, 6-8.4, 6-8.9 NSFCS 1.0, 2.0, 5.0,8.0, 9.0 RST.6-8.3, 6-8.4, 6-8.9 NSFCS 1.0, 2.0, 5.0,8.0, 9.0

http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php#gpm1_2

Montana Standards for Career and Vocational Technical Education

<http://opi.mt.gov/programs/CTAE/CTE.html>

National Standards for Visual Arts

http://www.opi.mt.gov/pdf/CTE/FCS/15FCS_NationalStandards.pdf

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