

Creating	6th Grade	7th Grade	8th Grade
CR.1 – Visualize and generate ideas for creating works of art	<ul style="list-style-type: none"> Brainstorm & visualize ideas Creating a rough draft/plan Sketching journaling, collecting ideas & note taking Composition – foreground, middle ground, background (rule of thirds, fill the page) Use of materials, supplies, equipment correctly with care/safety Using elements with thorough understanding, using principals with introductory understanding to create art 	<ul style="list-style-type: none"> Brainstorm & visualize ideas Creating a rough draft/plan Sketching journaling, collecting ideas & note taking Composition – foreground, middle ground, background (rule of thirds, fill the page) Use of materials, supplies, equipment correctly with care/safety Using elements with thorough understanding, using principals with introductory understanding to create art 	<ul style="list-style-type: none"> Brainstorm & visualize ideas Creating a rough draft/plan Sketching journaling, collecting ideas & note taking Composition – foreground, middle ground, background (rule of thirds, fill the page) Use of materials, supplies, equipment correctly with care/safety Using elements with thorough understanding, using principals with introductory understanding to create art
CR.2 – Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art	<ul style="list-style-type: none"> Inspired by a theme (ex: student interest, mood, feeling, memory, imagination, fantasy, social events, art history, or culture) 	<ul style="list-style-type: none"> Inspired by a theme (ex: student interest, mood, feeling, memory, imagination, fantasy, social events, art history, or culture) 	<ul style="list-style-type: none"> Inspired by a theme (ex: student interest, mood, feeling, memory, imagination, fantasy, social events, art history, or culture)
CR.3 - Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.	<ul style="list-style-type: none"> Realistic, abstract, non-objective, representational, non-representational art 	<ul style="list-style-type: none"> Realistic, abstract, non-objective, representational, non-representational art 	<ul style="list-style-type: none"> Realistic, abstract, non-objective, representational, non-representational art
CR. 4 – Incorporate formal & informal components to create works of art	<ul style="list-style-type: none"> Variety of media (exploring techniques & fine tune skills) 	<ul style="list-style-type: none"> Variety of media (exploring techniques & fine tune skills) 	<ul style="list-style-type: none"> Variety of media (exploring techniques & fine tune skills)
CR.5 -Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.	<ul style="list-style-type: none"> Printmaking 	<ul style="list-style-type: none"> Printmaking 	<ul style="list-style-type: none"> Printmaking
CR.6 – Keep an ongoing visual and verbal record to explore and develop works of art	<ul style="list-style-type: none"> Mixed Media Collage Create with technology Create with color schemes/theory 	<ul style="list-style-type: none"> Mixed Media Collage Create with technology Create with color schemes/theory 	<ul style="list-style-type: none"> Mixed Media Collage Create with technology Create with color schemes/theory

	<p>(monochromatic, analogous, complementary, neutral, warm, cool, symbolic meaning of color)</p> <ul style="list-style-type: none"> • 1-point perspective • Atmospheric perspective • Positive & Negative Space • Clay (pinch, coil, slab, score/slip, join) • Textile (weaving, jewelry, stitchery) • Lettering/Typography • Mask Making • Sculpture (relief, carving, paper-mache) • Painting (color mixing/developing, care of brushes, care of art piece) • Creating value scale (shading, stippling, paint, etc) • Using value to create illusion of form • Grid drawing • Batik • Revise artwork based on feedback from teacher, peers, and/or self reflection 	<p>(monochromatic, analogous, complementary, neutral, warm, cool, symbolic meaning of color)</p> <ul style="list-style-type: none"> • 1-point perspective • Atmospheric perspective • Positive & Negative Space • Clay (pinch, coil, slab, score/slip, join) • Textile (weaving, jewelry, stitchery) • Lettering/Typography • Mask Making • Sculpture (relief, carving, paper-mache) • Painting (color mixing/developing, care of brushes, care of art piece) • Creating value scale (shading, stippling, paint, etc) • Using value to create illusion of form • Grid drawing • Batik • Revise artwork based on feedback from teacher, peers, and/or self reflection 	<p>(monochromatic, analogous, complementary, neutral, warm, cool, symbolic meaning of color)</p> <ul style="list-style-type: none"> • 1-point perspective • Atmospheric perspective • Positive & Negative Space • Clay (pinch, coil, slab, score/slip, join) • Textile (weaving, jewelry, stitchery) • Lettering/Typography • Mask Making • Sculpture (relief, carving, paper-mache) • Painting (color mixing/developing, care of brushes, care of art piece) • Creating value scale (shading, stippling, paint, etc) • Using value to create illusion of form • Grid drawing • Batik • Revise artwork based on feedback from teacher, peers, and/or self reflection
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Presenting	6th Grade	7th Grade	8th Grade
PR.1 – Plan, prepare, and present completed works of art	<ul style="list-style-type: none"> Complete an artwork for presentation Participate in art exhibit Write artist statement Reflect on finished work of art Develop/maintain portfolio 	<ul style="list-style-type: none"> Complete an artwork for presentation Participate in art exhibit Write artist statement Reflect on finished work of art Develop/maintain portfolio 	<ul style="list-style-type: none"> Complete an artwork for presentation Participate in art exhibit Write artist statement Reflect on finished work of art Develop/maintain portfolio
Responding	6th Grade	7th Grade	8th Grade
RE.1 – Reflect on the context of personal works of art in relation to community, culture, and the world	<ul style="list-style-type: none"> Evaluate personal works of art 	<ul style="list-style-type: none"> Evaluate personal works of art 	<ul style="list-style-type: none"> Evaluate personal works of art
RE.2 – Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches	<ul style="list-style-type: none"> Art Critique (student work or professional piece) 	<ul style="list-style-type: none"> Art Critique (student work or professional piece) 	<ul style="list-style-type: none"> Art Critique (student work or professional piece)
RE.3 – Engage in the process of art criticism to make meaning and increase visual literacy	<ul style="list-style-type: none"> Describe aesthetics and interpret meaning Verbal and/or written critique Supportive peer review – formal and informal 	<ul style="list-style-type: none"> Describe aesthetics and interpret meaning Verbal and/or written critique Supportive peer review – formal and informal 	<ul style="list-style-type: none"> Describe aesthetics and interpret meaning Verbal and/or written critique Supportive peer review – formal and informal
Connecting	6th Grade	7th Grade	8th Grade
CN.1 – Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts	<ul style="list-style-type: none"> Identify universal themes in art (freedom, love, societal conflicts, etc) 	<ul style="list-style-type: none"> Identify universal themes in art (freedom, love, societal conflicts, etc) 	<ul style="list-style-type: none"> Identify universal themes in art (freedom, love, societal conflicts, etc)
CN.2 – Develop life skills through the study and production of art	<ul style="list-style-type: none"> Reasons for creating art (influence from history, culture, and art) 	<ul style="list-style-type: none"> Reasons for creating art (influence from history, culture, and art) 	<ul style="list-style-type: none"> Reasons for creating art (influence from history, culture, and art)
CN.3 – Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom	<ul style="list-style-type: none"> Making connections between other subject areas (grid drawing, reflections, color theory, light spectrum, anatomy, etc) Investigate and develop artistic skills and habits (higher order thinking, 	<ul style="list-style-type: none"> Making connections between other subject areas (grid drawing, reflections, color theory, light spectrum, anatomy, etc) Investigate and develop artistic skills and habits (higher order thinking, 	<ul style="list-style-type: none"> Making connections between other subject areas (grid drawing, reflections, color theory, light spectrum, anatomy, etc) Investigate and develop artistic skills and habits (higher order thinking,

	<p>tolerance, judgement, creativity, problem solving)</p> <ul style="list-style-type: none"> • Explore and articulate careers in art • Recognize and explore local art 	<p>tolerance, judgement, creativity, problem solving)</p> <ul style="list-style-type: none"> • Explore and articulate careers in art • Recognize and explore local art 	<p>tolerance, judgement, creativity, problem solving)</p> <ul style="list-style-type: none"> • Explore and articulate careers in art • Recognize and explore local art
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