



**SOARING HEIGHTS**  
**CHARTER SCHOOL**  
DEVELOPING CHARACTER • BUILDING COMMUNITY • GROWING LEADERS

**Soaring Heights Charter School**  
**Grade 6-8**  
**Visual and Performing Arts- Art**

**Revised August 2024**

## Creating

***Anchor Standard 1: Generating and conceptualizing ideas***

***Anchor Standard 2: Organizing and developing ideas***

***Anchor Standard 2: Refining and completing products***

### **Objectives:**

- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

## Presenting

***Anchor Standard 4: Selecting, analyzing, and interpreting work.***

***Anchor Standard 5: Developing and refining techniques and models or steps needed to***

## ***create products***

### ***Anchor Standard 6: Conveying meaning through art.***

#### ***Objectives:***

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

## Responding

### ***Anchor Standard 7: Perceiving and analyzing products***

### ***Anchor Standard 8: Interpreting intent and meaning.***

### ***Anchor Standard 9: Applying criteria to evaluate products.***

#### ***Objectives:***

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

## Connecting

### ***Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.***

### ***Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.***

#### ***Objectives:***

- 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

***Activities- may include but not limited to:***

- draw the human figure in correct proportion
- apply the skills related to painting a landscape demonstrating depth of field
- develop graphic skills through textile design for fabric or wall covering
- render architectural forms using two point perspectives
- understand basic characteristics of sculptural forms
- recognize and appreciate the impact of artworks created during the Middle Ages
- recognize and appreciate the diverse contributions of art created in North and South America
- elaborate aesthetic responses recognizing the use of specific elements and principles to communicate a particular message
- begin to differentiate own and peers' approaches to a studio topic and formulate a critical opinion based on technical proficiency
- explore careers associated with a fine or commercial artist
- use correct art vocabulary
- begin to develop own unique individual style
- understand the application of elements and principles of design in delivering an advertisement
- recognize and appreciate the Renaissance period of art and its influence on subsequent art directions
- recognize and appreciate Dutch, Asian and African influences in art
- apply safety standards in the application of media, tools and techniques
- examine a variety of career choices which employ artistic proficiency, i.e., graphic artist,
- computer designer, landscape architect, fine artist, fashion illustrator
- create a mobile or stabile using the process of assemblage
- use the technique of gesture drawing to create figures in motion
- understand and apply proportion to the full figure and the concept of contra-posto
- apply linear and aerial perspective in architectural compositions
- create cityscapes in a paint medium
- incorporate elements and principles of design into a graphic advertisement
- combine and synthesize selected elements and principles of design to produce a specific outcome and/or viewer response

- analyze own work and work of peers both orally and in written documentation using art vocabulary
- collaborate with peers in at least one studio project to develop skills of compromise, effective communication and collaboration
- assess own artwork and that of peers, basing judgment on application of design elements and principles as well as technical proficiency
- offer critique for improvement based upon focus of studio project
- recognize and appreciate American Art (Colonial - 19th Century)

### ***Gifted and Talented***

- create a multiple figure composition applying correct proportion
- recognize and create artwork through specified printing processes
- understand the art careers of fashion design, advertising, illustration and set design
- recognize and appreciate the artist's use of space in different cultures
- understand the function of sculpture in the community
- identify and appreciate various 19<sup>th</sup> and 20<sup>th</sup> century artworks as well as contemporary art forms, with focus on American artists and artisans
- create a sculpture within a setting