

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

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

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