



Middle School Art Fundamentals

Deer Valley Unified School District #97

7-8

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p><i>AESTHETIC PERCEPTION: VISUAL AND TACTILE</i></p> <p>1. RECOGNIZE DESIGN ELEMENTS</p> <ul style="list-style-type: none">Identify and demonstrate use of design elements together to illustrate the design principles.Make fine discriminations about patterns of light and shadow, surface treatments, and the interrelationships of these and other design elements when responding to forms that are natural and of human origin. <p>2. SEE UNDERLYING DETAILS</p> <ul style="list-style-type: none">Compare and analyze the three-dimensional composition details of forms that are natural and of human origin, as seen from various viewpoints and angles, in order to become more perceptive of their underlying structures.	<p>Participate in oral and written discussions; and create art forms using elements & principles of design.</p> <p>Apply values to a composition using four basic shapes to create forms.</p> <p>Examine works of M.C. Escher and Ansel Adams.</p> <p>Create a composition using a skeleton, concentrating on the negative spaces.</p> <p>Examine works of Georgia O'Keeffe, Aubrey Beardsley and/or Diego Rivera.</p>	<p>Attention to the Design Elements and Principles.</p> <p>Application of value to create a 3-dimensional effect on a 2-dimensional surface.</p> <p>Utilization of shape and form and concentration to detail.</p>	<p>Social Studies: Create family crest or coat of arms using Design Elements</p> <p>Science: Create drawings using values of microscopic objects.</p> <p>Science: Study skeletal systems through an art composition.</p>

<p>3. DISCRIMINATE VISUAL CHARACTERISTICS</p> <ul style="list-style-type: none"> Identify effects of visual impressions that result from changes in conditions (position, size, motion, and light) and begin to predict other conditions that would cause similar changes. <p>4. RECOGNIZE VARIETY IN VISUAL CHARACTERISTICS</p> <ul style="list-style-type: none"> Describe imaginative or alternative ways of perceiving the environment in order to break stereotyped images. <p>5. CATEGORIZE VISUAL AND TACTICAL CHARACTERISTICS</p> <ul style="list-style-type: none"> Describe visual and tactile qualities and how they are organized in works of art, nature, and objects within the total environment. 	<p>Create a series of drawings of a room interior using one-point perspective, showing variations of light effects as determined by time of day. Examine a Leonardo Da Vinci. or Monet.</p> <p>Create an abstract composition using an everyday object of Pablo Picasso and Wassily Kandinsky.</p> <p>Design and construct a weaving sampler using yarns and found objects.</p> <p>Examine North and South American Indian s.</p> <p>Study computerized patterns of design which simulate textures.</p>	<p>Understanding through demonstration of varying effect on structures.</p> <p>Evidence of the use of variation in a composition.</p> <p>Employment of a variety of textures within an art form. Ability to describe or discriminate between textural qualities (rough/smooth).</p>	<p>Drama: Create set designs for a stage production. Give the illusion of time changes within a day.</p> <p>Math: Determine the surface area of abstract shapes.</p> <p>Social Studies: Study cultures and their clothing materials.</p>
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6. RESPOND AESTHETICALLY TO VISUAL AND TACTILE CHARACTERISTICS.

- Use descriptors, similes and metaphors to describe unique visual and tactile characteristics observed in works of art, nature, and objects within the total environment.

7. ANALYZE AESTHETIC PERCEPTIONS

- Compare differences between general perceptions used in everyday living and aesthetic perception.

***CREATIVE EXPRESSION - ARTISTIC
KNOWLEDGE AND SKILLS***

1. DEMONSTRATE THE USE OF A DIVERSE NUMBER OF ART TOOLS AND MEDIA

- Demonstrate ability to use drawing and painting techniques (shading, brush drawing, dry and wet brush or mixed media) in order to organize and depict ideas, feelings and moods.

Create a written and visual book report about a specific artist.

Utilize computers for a published copy book report.

Plan the interior design of your "Dream Room" using practical and aesthetic perceptions.

Create a mixed media composition demonstrating a specific color scheme. (Monochromatic, Analogues).

Examine work of Paul Gauguin and/or
Andre Derain.

Employment of a variety of textures.

Ability to describe & discriminate between textural qualities.

Utilization of literary devices in written form.

Aesthetic evaluation and application.

Social Studies: Study cultures and their clothing materials.

Language Arts: Present
book report.

Drama: Create a stage set design which is practical yet aesthetically pleasing.

<p>2. APPLY DESIGN ELEMENTS AND PRINCIPLES</p> <ul style="list-style-type: none"> • Demonstrate ability to design objects used in everyday living, such as fabrics, wrapping paper, tools, furniture and mechanical devices, using design elements and such principles as repetition, balance, and variations on a theme. <p>3. EXPRESS THREE-DIMENSIONAL QUALITIES.</p> <ul style="list-style-type: none"> • Demonstrate ability to model shapes into representational and abstract objects, to construct by joining a variety of forms to make objects and simple sculptures, and to carve by using hand tools to directly cut away materials using three dimensional media. <p>4. APPLY THE USE OF MEDIA SKILLS IN A PROBLEM-SOLVING CONTEXT.</p> <ul style="list-style-type: none"> • Demonstrate ability to identify, analyze and modify a design problem. 	<p>Construct a collage demonstrating the use of unity and design elements.</p> <p>Examine works of Picasso, Ernst, Brach, and Matisse.</p> <p>Create a 3-dimensional ceramics sculpture.</p> <p>Examine work of Rodin and/or Henry Moore and Louise Nevelson.</p> <p>Create a puzzle design, a "Triazzele" using equilateral triangles and using precise measurements.</p> <p>Examine work of M.C. Escher and/or Victor Vassarely.</p>	<p>Employment of design elements and principles.</p> <p>Understanding of 3-dimensional qualities and use of tools to model.</p> <p>Identification, analyzation, and modification of a design problem.</p>	<p>Science: Make a collage using natural materials such as paints.</p> <p>Social Studies: Study cultural effects of ceramic tools.</p> <p>Math: Calculate triangle measurements in pyramid form.</p>
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<p>5. CREATE IN PRINT MEDIA</p> <ul style="list-style-type: none"> • Use such design elements as combinations of shapes, colors, lines and textures and such design principles as balance, dominance and unity. 	<p>Create a greeting card design using embossment technique.</p> <p>Examine works of Albrecht Durer and/or Normal Rockwell.</p>	<p>Formulation of design elements in various combinations.</p>	<p>Language Arts: Write Poetry in conjunction with printed image.</p>
<p>6. CREATE IN CRAFT MEDIA</p> <ul style="list-style-type: none"> • Demonstrate ability to apply design elements and principles using skills in craftsmanship in such craft processes as weaving, constructing stitchery ,batik or jewelry. 	<p>Create a crayon batik design.</p> <p>Examine the works of Faith Ringhold and/or local artists.</p> <p>Study computer generated patterns.</p>	<p>Employment of design elements and principles to a craft form.</p>	<p>Science: Study color through natural fiber dyes.</p>
<p>7. CREATE IN THE GRAPHIC ARTS</p> <ul style="list-style-type: none"> • Produce graphic symbols, signs, posters, or wall designs to communicate an idea, sell a product, or create a decorative effect. 	<p>Create a billboard design.</p> <p>Examine art work of Toulouse-Lautrec and/or Record/CD covers.</p>	<p>Application of symbols and topography styles to communicate ideas.</p>	<p>Social Studies: Study the history of propaganda.</p>
<p>8. EXPLORE THE USE OF TECHNOLOGY USED TO GENERATE ART FORMS</p> <ul style="list-style-type: none"> • Produce still photographs, film, television, or animation sequences utilizing design elements and such design principles as rhythm, variation on a theme, and balance to communicate ideas of realism, illusion of movement, or story content. 	<p>Produce a "Comic Book" story using caricature/cartoon style.</p> <p>Examine computer animation.</p>	<p>Awareness of technology to generate images.</p>	<p>Language Arts; Illustrate a writing.</p>

9. UTILIZE ENVIRONMENTAL DESIGN

- Produce an environmental design using elements and principles of design to illustrate new ways to organize space.

10. RECOGNIZE CAREER OPPORTUNITIES

- Identify and investigate the range of visual arts careers.

VISUAL ARTS HERITAGE - HISTORICAL AND CULTURAL

1. RECOGNIZE VARYING CULTURAL THEMES.

- Compare themes and symbols in the art of different cultures and discuss similarities and differences in both.

Plan a public park landscape.
Examine work of landscape artists.

Create a library research report on a specific art career.

Study Egyptian symbols and incorporate these into a ceramic pottery piece.

Attention to design elements and principles to organize.

Recognition of career opportunities.

Utilization of symbols in design. Recognition of various cultures.

Math: Use of measurement to scale.

Social Studies: Study career fields in history.

Social Studies: Write a research paper on past cultures.

2. ANALYZE THE CREATIVE PROCESS

- Recognize that artists, such as painters, sculptors, architects, designers, filmmakers, and crafts people, often make art by conceiving an idea, elaborating and refining it, and finally giving form to the idea with art media.

3. RECOGNIZE THE ARTISTS ROLE

- Recognize the role of artist in the community.

4. RECOGNIZE VARYING CULTURAL STYLES

- Recognize that works of art have a general cultural style that reflects the people's values, beliefs, particular ways of perceiving the world and levels of technology.

Study the creative process of Jim Henson's puppetry and create a miniature puppet.

Examine computer animation to analyze motion.

Listen to visiting artists speak about their work and how it provides a need/role in the community.

Study Hispanic art and culture.

Create a pastel drawing based on a cultural style.

Examine the work of Diego Rivera and/or Amado Pena.

Analysis of creative process through verbalization.

Exchange of ideas about artists roles through group discussion.

Recognition and use of a cultural style in design.

Math: Use graphs and scale measurements in planning for a model construction.

All Areas: Use charts, posters, films, to supplement supplies.

Language Arts: Write a compare and contrast essay.

5. RECOGNIZE STYLES IN DIVERSE AMERICAN CULTURES.

- Identify works of art selected from various American ethnic backgrounds which illustrate variation in style.

6. RECOGNIZE THE FUNCTION OF VISUAL ARTS IN A COMMUNITY.

- Identify uses of the visual arts in business and industry, including architectural and commercial design, advertising, television, film, and the art careers associated with all of these forms.

7. RECOGNIZE VISUAL ARTS FROM WORLD CULTURES

- Compare and contrast period art from major cultural areas of the world including Europe, Africa, Latin American, and from different periods in time.

Study ethnic furniture styles and their variations.

Design a multi-ethnic piece of furniture

Study sports logos or monograms and redesign a specific composition. Utilize computer generated graphics as a means of designing.

Study period masks from different cultures.

Create a mask based on a cultural style from a specific time period.

Identification of various ethnic styles in oral presentations.

Utilization of lay-out design techniques.

Identification of style based on cultures and times.

Social Studies: Identify historical cultures based on their furniture styles.

Music: Study specific music as it relates to commercial design.

Social Studies: Study countries through student masks in art class.

***AESTHETIC VALUING - ANALYSIS,
INTERPRETATION AND JUDGMENT***

1. ANALYZE DESIGN ELEMENTS

- Make distinctions among design elements when describing works of art, nature, and objects within the total environment.

Study calendar pictures and analyze them through their use of color, line, shade, form and mass, texture and space.

Comprehension of design elements.

Life Management: Study food groups by creating a calendar with pictures

2. RECOGNIZE USE OF DESIGN ELEMENTS

- Select artworks that are similar or different in the way design elements are organized.

Study art work of Renoir and Cassatt concentrating on design elements and show the differences in a short summary.

Comparison of design elements used in two paintings by different artists.

Science: Study the concept of color as light is reflected in the spectrum.

3. RECOGNIZE ART MEDIA AND PROCESSES

- Discuss a process related to a medium, such as watercolor, clay, or weaving, and how it is used in producing a work of art.

Study watercolor techniques and apply them in a landscape painting.

Use of appropriate techniques to produce a work of art.

Language Arts: Examine watercolor landscapes and write short stories.

4. RECOGNIZE ARTISTIC MOOD

- Describe the meaning of works of art in terms of mood, sense of tension, conflict, and relaxation expressed throughout the formal organization of the design elements, and the expression of selected ideals, such as courage.

Study the work of Edvard Munch and create a tempera painting using expressionism.

Utilization of artistic mood through design elements and principles.

Language Arts: Write a summary of the mood of the painting.

<p>5. DESCRIBE AESTHETIC CHARACTERISTICS</p> <ul style="list-style-type: none"> • Use descriptors, similies, and metaphors to describe visual characteristics observed in works of art, nature, and objects in the total environment. <p>6. DISCRIMINATE ARTISTIC STYLES</p> <ul style="list-style-type: none"> • Compare two or more artworks of similar styles or by the same artist and identify the qualities which make those similarities apparent. 	<p>Employ descriptors, similes, and metaphors in cooperative critiquing.</p> <p>Study art work of Henri Matisse, Pable Picasso, Piet Mondrain, discussing progression and change in their work.</p>	<p>Utilization of descriptors, similes, and metaphors through group discussion.</p> <p>Identification of painting styles through a visual quiz.</p>	<p>Speech: Give oral presentation critiquing works of art.</p> <p>Language Arts: Write a descriptive essay that compares the similarities in an artist's paintings.</p>
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