



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Art



## 7<sup>th</sup> Grade

### **RESPONDING TO ART: History**

#### **Standard 1**

*Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

- 7.1.1 Identify who, what, when, where, and why a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture.
- 7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.
- 7.1.3 Identify, compare, and contrast themes, symbols, and ideas that represent various cultural groups.

### **RESPONDING TO ART: History**

#### **Standard 2**

*Students recognize significant works of Western and non-Western art and understands the chronological development of art movements.*

- 7.2.1 Identify and be familiar with a range of works of art from major periods of Western art identifying artist, culture, style, and aspects from the historical context of the work.
- 7.2.2 Research and identify how changes in beliefs, customs, and technology affect artists' styles of work.
- 7.2.3 Match major works of art throughout time with the approximate time-period or movement and defend choices.

### **RESPONDING TO ART: Criticism**

#### **Standard 3**

*Students describe, analyze, and interpret works of art and artifacts.*

- 7.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 7.3.2 Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work.
- 7.3.3 Expand on and use appropriate art vocabulary.



# Archdiocese of Washington Catholic Schools Academic Standards Art



## **Standard 4**

Students identify and apply criteria to make informed judgments about art.

- 7.4.1 Identify and define the role of the art critic.
- 7.4.2 Apply criteria in making informed judgments about works of art and defend these judgments.

## **RESPONDING TO ART: Aesthetics**

### **Standard 5**

*Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.*

- 7.5.1 Refine personal response to works of art; identify problems or puzzles, and form hypotheses or well-supported viewpoints.
- 7.5.2 Identify conflicting viewpoints in discussions on the nature of art and try to resolve these conflicts through logical reasoning.

### **Standard 6**

*Students theorize about art and make informed judgments.*

- 7.6.1 Understand that artists have different philosophies when creating art; and, identify and discriminate between works made from different philosophies (imitationalism, formalism, emotionalism, instrumentalism, and institutionalism).
- 7.6.2 Present logical defense of personal viewpoints or preferences in art.

## **CREATING ART: Production**

### **Standard 7**

*Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

- 7.7.1 Demonstrate refined observational skills in drawing from life which present accurately rendered subject matter.
- 7.7.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their artwork.
- 7.7.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate personal statements.



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Art



#### **Standard 8**

*Students understand and apply elements and principles of design effectively in their work.*

- 7.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- 7.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

#### **Standard 9**

*Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

- 7.9.1 Select and utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.
- 7.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

##### **DRAWING:**

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

##### **PAINTING:**

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

##### **PRINTMAKING:**

Media: found objects, printing ink, styrofoam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), silkscreen, etching, relief (lino-cuts)

##### **CERAMICS:**

Media: modeling clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Art



#### SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

#### FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

#### MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

#### NEW MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

7.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

### **Standard 10**

*Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

7.10.1 Revise and refine work through reflection, analysis, synthesis, peer critique, and self-evaluation.

7.10.2 Identify connections between their work and similar works of art for the purpose of identifying criteria and revising and refining of their work.

7.10.3 Demonstrate respect for their work and the work of others.

### **CAREERS AND COMMUNITY**

#### **Standard 11**

*Students recognize a variety of art-related professions and careers in our society.*

7.11.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects.

7.11.2 Identify skills needed in various art-related professions.



# Archdiocese of Washington Catholic Schools Academic Standards Art



## **Standard 12**

*Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

- 7.12.1 Identify contributions that artists and art-related professionals have made to society.
- 7.12.2 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- 7.12.3 Identify ways one can become actively involved in supporting the arts in the community.

## **INTEGRATED STUDIES**

### **Standard 13**

*Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

- 7.13.1 Compare similar themes, concepts, or time periods between art and other disciplines.
- 7.13.2 Create an integrated product or performance and analyze how integration of disciplines enhances knowledge.

## **INTEGRATED STUDIES**

### **Standard 14**

*Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.*

- 7.14.1 Analyze how two or more art forms are used to communicate ideas.
- 7.14.2 Create an integrated work of art using two or more art forms.