

Course Description

In grade 6 through 8, student art creation becomes increasingly infused with multiple exposures to a variety of artistic approaches and strategies employed to seek solutions. In visual arts, the goals for these grades are related and parallel. The goals, content, instruction for student outcomes and evaluation methods progressively increase in complexity at each following level. Students continue to become more aware of preferences other than their own. This awareness translates into the beginnings of student appreciation for multiple artistic solutions and interpretations. Questions asked in response to artwork become more refined and probing. More advanced study of historical and cultural context increases student insight into art's recording of human achievement. Each year, as more works of art are investigated, students continue to grow in perspective, gaining a clearer understanding of the visual art's historical importance.

The sixth grade level emphasizes exploration and discovery of visual arts and the myriad of skills, media, and strategies. Students begin to form a foundation of learning about visual arts. Interdisciplinary projects with humanities highlight the study of European and South American works of art.

At the seventh grade level students continue to develop and explore through creative experiences incorporating more sophisticated skills and strategies. Their foundation of understanding and appreciation become stronger and continues to build with further study of visual works of art. Asian and African cultural investigations and works of art are highlighted in the Interdisciplinary projects at this grade level.

With the transition to eighth grade, the emphasis becomes more introspective as students move to develop their own level of competence and personal style. As a result of learning in visual arts, students should be critical thinkers able to create using their knowledge and intuitive interpretations. At each level, the student becomes more accepting of multiple perspectives and more confident of his/her achievements. During Year 3, American artists and art movements are investigated as part of the integrated projects with American history.

Visual arts are inherent in the lives and learning of all societies and cultures throughout history. The arts bridge knowledge, imagery and aesthetics across the humanities, mathematics and science. As a result of this interconnectedness, the visual arts penetrate all areas of study creating opportunities for synthesis and connection for the student.

Aims

Using the NC Standard Course of Study and the Middle Years Programme objectives as our guidelines, Visual Arts in the sixth grade will focus on development of the following goals. The learner will:

- develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing visual art.
- explore, acquire and develop skills necessary for understanding and applying media, techniques, and process.
- organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
- choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
- understand the visual arts in relation history and cultures.
- reflect upon and assess the characteristics and merits of their work and the work of others.

- perceive connections between visual arts and other disciplines.
- develop an awareness of art as an avocation and profession.
- experience and develop curiosity, interest and enjoyment in their own creativity and that of others
- acquire use of the language, concepts and principles of visual arts
- develop receptiveness to visual arts forms across time, place and cultures, and perceive the significance of the visual arts as an integral part of life.

Objectives

Knowledge and Understanding:

At the end of the course students should be able to:

- demonstrate knowledge and understanding of the theoretical basis of the visual arts studied
- demonstrate knowledge and understanding of a variety of styles, developments and ideas which have shaped the visual arts across time and cultures
- apply appropriate terminology to show aesthetic and critical awareness

Application:

At the end of the course students should be able to:

- plan and organize effectively to define and set goals, solve problems, negotiate and make decisions
- experiment and explore through both spontaneous and structured activities
- use art confidently as a form of expression and communication while demonstrating a range of technical skills
- demonstrate an ability to find original and inventive solutions
- apply skills specific to the art forms studied to elaborate an idea, a theme or a composition to a point of realization
- present work through formal or informal performance and exhibition

Evaluation and Reflection:

At the end of the course students should be able to:

- reflect upon and evaluate their work in order to set goals for future development
- use group discussion and feedback to support and promote creative development
- assess and appraise their work and that of others

Artistic Awareness and Personal Engagement:

At the end of the course students should be able to:

- show sensitivity to their own and different cultures
- accept and incorporate views and feedback from others to further develop their artistic potential
- show self-motivation in setting and meeting deadlines
- show initiative, creativity and a willingness to take risks
- support and encourage their peers towards a positive working environment

Areas of Interaction

The curriculum is taught using the areas of interaction as a guiding theme.

Human Ingenuity (HI) – The visual arts provide students with opportunity to fully appreciate the human capacity to invent, create, transform and improve the quality of life.

The daily exposure to and use of the creative cycle requires students to sense, plan, create and evaluate. The impact of ingenuity can be appreciated through the historical study of artists' creations.

Approaches to Learning (ATL) –

The visual arts offer opportunities for students to acquire skills applicable to other learning situations. The processes for the creation of art require students to learn to organize and structure their thinking. Routine and appropriate use of the developmental workbook provides a valuable students record and reflection on their artistic and personal development. The skills and strategies for self-directed learning acquired within the visual arts are an important preparation for the personal project.

Organization: Brings necessary materials to class.

Collaboration: Listens and respects the ideas of others.

Communication: Communicates clearly his/her intention to the audience using voice, vocabulary and visual product.

Information: Researches information and uses it appropriately.

Reflection: Evaluates, analyzes, and critiques progress as well as final products

Health and Social Education (HSE) –

The content of visual art is a vehicle for discovery and learning in this area. Student self-esteem may be promoted by the sharing of artistic outcomes and satisfaction from the creative process. Personal well-being and respect for others requires each student carefully observe safety rules and practices. Works of art can be studied to promote the expression of concerns relating to health, human interaction and social climates.

Environments (E) –

Visual arts education promotes the understanding of relationships between individuals, communities, materials, products and nature. MYP visual arts provide opportunities to investigate the effects of the visual arts on the environment. Art projects can actively involve students in environmentally conscious decision making. Knowledge of the visual arts is a force in shaping the design and appearance of public appeal.

Community and Service (CS) –

The nature of visual arts provides a wide array of opportunities for understanding, enriching and making contact with communities in and beyond the classroom. The visual arts promote reflection on global issues and provide opportunities to create a heightened awareness.

Student Resources

All students are provided textbooks and printed materials for their use. Hickory Day School continues to accumulate a collection of support materials for the visual arts curriculum. The studio area hosts the instructional classes and is available for individual student use. Students also have access to the local library and art museum. Internet sites provide utilized to support the instructional program.

Methodology

Hickory Day School recognizes the educational advantage of using an integrated approach which teaching the visual arts. Regular visual arts instructional time is scheduled for the development of skills that are utilized in interdisciplinary projects. There is a strong connection to the humanities program. Students understand the value of the arts as a key component of an interdisciplinary project.

Assessment

At the middle school level, all students enter visual arts with many diverse abilities, experiences and exposure. An important aspect of study at this level is to address individual needs at the point where they enter the program. The visual arts curriculum is flexible and may be expanded or compacted to meet the needs of the individual learner. Students will be assessed utilizing the IB criteria on oral, visual, and written work. Students will also receive standardized scores on tests, quizzes, and homework assignments. Projects will be assessed using both the IB criterion rubrics and standardized grading rubrics.

Criterion	Maximum	Assessment Methods
A - Knowledge and Understanding	8	Written assignments, art criticism, practical work
B - Understanding and Application of Concepts	10	Practical assignments
C – Reflection and Evaluation	8	Art research work books, questionnaires, research assignments, practical work
D – Artistic Awareness and Personal Engagement	8	Subject specific projects, exhibitions and personal projects

Curriculum Map

Year 1 - Sixth Grade Visual Arts	Year 2 – Seventh Grade Visual Arts	Year 3 - Eighth Grade Visual Arts
<ul style="list-style-type: none"> -Using media -Imagining and implementing images -Elaborating on an idea or theme -Applying the elements of art and the principles of design -Appreciates art as a means of communication and persuasion -Interpreting the environment -Understanding art as a means of communication and persuasion -Understanding the purpose and function of visual arts in history and cultures -Appreciating the contributions of visual arts in various cultures -Understanding the purposes for creating works of art -Identifying connections, and similarities and differences -Recognizing the impact of technology on the visual arts -Appreciating the visual arts as a vocation and avocation - European and South American works of art 	<ul style="list-style-type: none"> -Organizing and creating art - Recognizing the development of ideas over time -Appling techniques and processes for working with a variety of materials -Using a variety of media and techniques -Applying the elements and principles of design -Exploring artistic solutions -Interpreting the environment -Inventing original imagery -Understanding how art can meet its intended purpose -Understanding how art elements and design principles relate to all arts areas -Recognizing the impact of technology on the visual arts -Appreciating the visual arts as a vocation and avocation -Asian and African works of art 	<ul style="list-style-type: none"> -Planning and organizing for unique and original solutions -Seeking inspiration from other artists -Using increasingly complex ideas and original expressions -Developing original solutions -Using environmental imagery -Appreciating the history, purpose and function of visual arts -Evaluating the effectiveness of a work of art -Critiquing artwork -Interpreting and analyzing -Assessing the ways art enhances all aspects of life -American works of art