

VISUAL ARTS: GRADE 8

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR VISUAL ARTS

GRADE 8

The eighth grade standards for visual arts focus on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate the elements of art and the principles of design in the art-making process. Students engage in aesthetic dialogue, making effort toward constructing meaning as they encounter and produce works of art. They critique works of art, reflecting on and assessing the characteristics and merits of personal work and the artwork of others. Students recognize the impact of art throughout history and within different cultures, and how history and culture have influenced art.

CREATING (Investigate – Plan – Make)

Conceiving and developing new artistic ideas and work

VA.Cr1.1.8 Document early stages of the creative process visually and/or verbally in traditional or new media (for example: sketchbook/journal, thumbnail sketches, digital record keeping).

VA.Cr1.2.8 Collaboratively formulate an artistic investigation of an aspect of present-day life using contemporary practices of art and design (for example: using an everyday object to launch an investigation into a specific theme).

CREATING (Investigate)

Conceiving and developing new artistic ideas and work

VA.Cr2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing (for example: taking calculated risks to challenge norms and conventions, addressing social issues in contemporary art).

VA.Cr2.2.8 Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design (for example: understanding the implications of plagiarism, copyright infringement, and protection of intellectual property).

VA.Cr2.3.8 Select, organize, and design images and words to make visually clear and compelling presentations (for example: create a digital product to present a specific topic).

CREATING (Reflect – Refine – Continue)

Conceiving and developing new artistic ideas and work

VA.Cr3.1.8 Apply relevant criteria (such as originality, well-organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.

PRESENTING (Select – Analyze – Share)

Interpreting and sharing artistic work

VA.Pr1.1.8 Develop and apply criteria for evaluating a collection of artwork for presentation (for example: grouping strategies, consideration of eye level, measuring).

VA.Pr2.1.8 Collaboratively prepare and present selected theme-based artwork (for example: joy, celebration, environment) for display, and formulate exhibition narratives (for example: text panel, video introduction, docent talk) for the viewer.

VA.Pr3.1.8 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences (for example: choosing a socially relevant theme and creating an exhibit based on artifacts).

RESPONDING (Perceive – Analyze – Interpret)
Understanding and evaluating how the arts convey meaning

VA.Re1.1.8 Explain how an artist's aesthetic choices are influenced by culture and environment, and how they impact the visual image that one conveys to others (for example: comparing art and artifacts from different cultures and how they have changed over time, i.e., trends in clothing).

VA.Re1.2.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions (for example: comparing fixed mind-set of different cultures in relationships to ideas and images).

VA.Re2.1.8 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 contribute to understanding messages or ideas and mood conveyed.

VA.Re3.1.8 Create a convincing and logical argument to support an evaluation of art using primary and secondary resources.

CONNECTING (Synthesize – Relate)
Relating artistic ideas and work with personal meaning and external context.

VA.Cn1.1.8 Make art collaboratively to reflect on and reinforce positive aspects of group identity (for example: devising and creating a community art project that reinforces positive values such as legacy project).

VA.Cn2.1.8 Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (for example: examining the art related to musical groups, international costumes, sports teams, special interest clubs).

