

Power Standards—Visual Arts, grades 7, 8, Batchelor Middle School

GRADE 7

I. Responding to Art: History and Culture

A. Standard 1-Understanding art in relation to history and past and contemporary cultures

**7.1.1**—Identify where, when, why, and by whom a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture (focus: Asia, Africa, and the South Pacific).

2. Visual Literacy: Criticism and Aesthetics

A. Standard 3-Describe, Analyze, and Interpret works of art and artifacts

**7.3.1**--Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.

3. Creating Art: Studio Production

A. Standard 6-Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.

**7.6.2**--Demonstrate ability to utilize personal interests, current events, experiences, imagery, and media as sources for expanding artwork.

**7.6.4**--Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.

B. Standard 7- understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.

**7.7.5**--Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

GRADE 7-LITERACY

**6-8.RT.3** Follow precisely a multistep procedure when performing technical visual art tasks.

**6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to *grades 6-8 texts and topics*

**6-8.RT.7** Integrate technical visual art information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

## GRADE 8

### 1. Responding to Art: History and Culture

#### A. Standard 1-Understand art in relation to history and past and contemporary culture

**8.1.1**--Identify and analyze where, when, why, and by whom a work was made and the relationship of a work of art to the historical, environmental, technological, and social contexts of the culture in which it was created.

### 2. Visual Literacy: Criticism and Aesthetics

#### A. Standard 3- Describe, analyze, and interpret works of art and artifacts

**8.3.1**--Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.

### 3. Creating Art: Studio Production

#### A. Standard 6—Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

**8.6.2**--Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding personal artwork.

**8.6.4**--Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.

#### B. Standard 7—Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

**8.7.5**--Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

## GRADE 8-LITERACY

**6-8.RT.3** Follow precisely a multistep procedure when performing technical visual art tasks.

**6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to *grades 6-8 texts and topics*.

**6-8.RT.7** Integrate technical visual art information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).