



# Bedford Public Schools

## Grades 6-8 – Visual Art

The Middle School Visual Arts program takes an interdisciplinary approach to learning in grades 6, 7, and 8. Communication with other departments is vital to teaching the whole child as we integrate and parallel subject matter taught in the art room. Visual and conceptual ideas are integrated into every aspect of our lives. When we open a newspaper, book, or packaged goods, visit a museum, go shopping, or observe public art in our world we experience visual concepts of increasing sophistication and complexity. It is through a progression from 6<sup>th</sup> through 8<sup>th</sup> grade that our art curriculum teaches students how to effectively look at art and communicate ideas using the tools and materials of the visual arts program. Students will be prepared to enter high school with a solid foundation in the interpretation, expression, and creation of the visual world around them.

In these required courses, ongoing integration of the elements and principles of design continues to elevate student learning as it relates not only to concepts in design, but also in the area of self-expression. As students become more confident in their grasp of visual expression as a form of personal communication, they begin to build not only on the concepts of the elements and principles, but also on their acquired skills with a variety of media available in the classroom. Project works that reflect these concepts and skills utilize art room media including paint, pencil, charcoal, collage material, printmaking tools and inks, 3-D sculpting supplies, and clay. Use of the computer lab is included for digital design, research, and other exploration-in-learning projects.

Understanding cultural themes and styles throughout history is an important piece of the middle school curriculum. As students learn to appreciate the idea of art as communication, they open themselves up to understanding the messages from societies that are not only long gone, but possibly still able to enrich us and teach us about life, community, and maybe ourselves. It is with this goal in mind that the study of major artists, styles, and time periods are an ongoing and integral part of the curriculum.

It is the goal of the Middle School visual art program that students become more purposeful and reflective in not only looking at art, but understanding art, and creating art. By incorporating the concepts above into classroom activities, the middle school art program strives to be a rewarding and meaningful experience for all students.



### Learning Expectations

[Drawing](#)

[Ceramics](#)

[Art History](#)

**Drawing**

<p><b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .</p>	<p><b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .</p>	<p><b>Knowledge and Skills</b> Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> <li>• Linear Perspective is a geometric illusion.</li> <li>• Artists use linear perspective to create the illusion of three dimensionality on a two dimensional plane.</li> <li>• Sets of parallel lines in a perspective picture will appear to converge at a single vanishing point.</li> <li>• Linear perspective creates a predictable formula for drawing objects from multiple points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the highest probable numbers of vanishing points in a 100-piece box of Lego’s?</li> <li>• How do artists create the illusion of depth, space, and three-dimensionality on a flat surface?</li> <li>• How is linear perspective a universal concept?</li> <li>• How might an understanding of perspective help when drawing from observation?</li> <li>• How could cultural differences influence a people’s perception and interpretation of perspective?</li> <li>• What evidence would you need to prove that 1.8 million years ago early hominids understood perspective?</li> <li>• How could a vanishing point make you feel small?</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a cube above, below, and on the horizon line.</li> <li>• Identify a variety of uses of linear perspective.</li> <li>• Apply linear perspective with other methods of producing depth, e.g., overlapping, scale, aerial perspective.</li> <li>• Demonstrate the fundamentals and principles of linear perspective.</li> <li>• Will know that linear perspective has many applications in art and design.</li> <li>• Will know that a horizon line and vanishing points predict the viewer’s vantage point.</li> </ul>

**Ceramics**

<p><b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .</p>	<p><b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .</p>	<p><b>Knowledge and Skills</b> Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> <li>• Clay is found in the earth.</li> <li>• Ceramic is clay that has gone through a chemical change caused by heat.</li> <li>• Glaze is glass not paint.</li> <li>• Clay can be used to create functional pieces and/or works of art (concepts related to form/function)</li> <li>• Ceramic art has been found to exist since 20,000 BC as an expressive medium.</li> <li>• The consistency of clay is determined by the amount of water in the clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Where does clay come from?</li> <li>• What is clay used for, both creatively and functionally?</li> <li>• What are some examples of how different cultures have expressed themselves through the use of clay?</li> <li>• What are the essential elements and principles of design incorporated into a ceramic piece?</li> <li>• How does the consistency of clay change as the material is beingworked?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the physical qualities of clay.</li> <li>• Explore working the material in a constructivist manner.</li> <li>• Learn how to use the tools appropriately and safely.</li> <li>• Understand appropriate glazing techniques Learn how to store works in progress, keep a clean working space, and help each other.</li> </ul>

**Art History**

<p><b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .</p>	<p><b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .</p>	<p><b>Knowledge and Skills</b> Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> <li>• Elements make principles happen.</li> <li>• Works of art are created from the elements and principles of design.</li> <li>• Viewers gain understanding in a non-linear way as our eyes move over compositions repeatedly.</li> </ul>	<ul style="list-style-type: none"> <li>• Do we read a painting in the same way that we read a book?</li> <li>• What is happening in our brains when we look at visual works of art?</li> <li>• Do we all perceive the same image when looking at a work of art and design?</li> <li>• Can a work of art have more than one meaning?</li> <li>• How does a shape become a symbol or icon?</li> <li>• Could a principle make an element of design?</li> </ul>	<ul style="list-style-type: none"> <li>• Use a formal written process when looking at and responding to art.</li> <li>• Use vocabulary appropriate for describing the various elements and principles of design.</li> <li>• Will know that elements and principles of design are found in all works of art.</li> <li>• Will know that every work of art contains at least two elements and one principle of design.</li> <li>• Have a process for slowing down and recording what informs judgment when responding to visual art.</li> </ul>