

# PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS

## GRADE EIGHT

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Eight.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>OH: Fine Arts - Visual Arts: Enduring Understandings</b>	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
<b>OH: Fine Arts - Visual Arts: Progress Points</b>	
	Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.
	Describe, interpret, and evaluate artworks empathizing with and challenging the opinions of others.
	Select, manipulate, and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas, and viewpoints.
	Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.
	Connect the content of visual artworks to interdisciplinary concepts, issues, and themes.
<b>OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)</b>	
	Identify how an artist's choice of media relates to the ideas and images in the work.
	Develop awareness and articulate various functions of art.
	Connect science and technology with the development of art in various cultures.
	Understand how social, cultural and political factors affect what contemporary artists and designers create.
	Discover how culture, age, gender and background influence audience perception of art.
	Identify professions that use artistic and problem-solving skills.

<b>OH: Fine Arts - Visual Arts: Producing/Performing (PR)</b>	
	Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.
	Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
	Use critical thinking and visual literacy to communicate a specific idea.
	Present personal artworks that show competence in the use of art elements to create meanings and effects.
	Collaborate to create a thematic work that combines visual art with other arts disciplines.
<b>OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)</b>	
	Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work.
	Explain and defend their artistic decisions using visual art vocabulary.
	Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.
	Recognize how public discussion can affect beliefs about the nature and value of art.
	Identify professions that use art and design, and explore the relationship between art, technology and industry.
	Develop and apply criteria to assess personal works for content and craftsmanship.
<b>OH: CCSS: English Language Arts 6-12: Writing</b>	
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>OH: CCSS: English Language Arts 6-12: Speaking and Listening</b>	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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