



Archdiocese of Washington Catholic Schools Academic Standards Art



8th Grade

RESPONDING TO ART: History **Standard 1**

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

- 8.1.1 Analyze who, what, when, where, and why a work was made; and the relationship of a work of art to the historical, environmental, technological, and political contexts of the culture in which it was created.
- 8.1.2 Analyze how the function of art in our society has changed over time.
- 8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their art.

Standard 2

Students recognize significant works of Western and non-Western art and understands the chronological development of art movements.

- 8.2.1 Identify and be familiar with a range of works from Western and non-Western cultures identifying culture, style, and aspects from the historical context of the work.
- 8.2.2 Identify common stylistic features from art of one culture or time period.
- 8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

RESPONDING TO ART: Criticism **Standard 3**

Students describe, analyze, and interpret works of art and artifacts.

- 8.3.1 Analyze artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 8.3.2 Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work.
- 8.3.3 Expand on and use appropriate art vocabulary.



Archdiocese of Washington Catholic Schools Academic Standards Art



Standard 4

Students identify and apply criteria to make informed judgments about art.

- 8.4.1 Identify and define the role of the art critic.
- 8.4.2 Apply criteria in making informed judgments about works of art and defend these judgments.

RESPONDING TO ART: Aesthetics Standard 5

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

- 8.5.1 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.
- 8.5.2 Analyze and defend positions on the nature of art and aesthetic issues such as forgery, censorship, beauty, and definitions of art.

Standard 6

Students theorize about art and make informed judgments.

- 8.6.1 Understand that artists have different philosophies when creating art; and identify and discriminate between works made from different philosophies (imitationalism, formalism, emotionalism, instrumentalism, and institutionalism).
- 8.6.2 Present logical defense of personal viewpoints or preferences in art.
- 8.6.3 Identify the role of the aesthetician.

CREATING ART: Production Standard 7

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

- 8.7.1 Create works of art based on sensitive observation from real life and personal experience.
- 8.7.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their artwork.



Archdiocese of Washington Catholic Schools

Academic Standards

Art



- 8.7.3 Utilize themes and symbols that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in their work.

Standard 8

Students understand and apply elements and principles of design effectively in their work.

- 8.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in their work to effectively communicate their ideas.
- 8.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, one, two, and three point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Standard 9

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

- 8.9.1 Selectively utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.
- 8.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, styrofoam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), silkscreen, etching, relief (lino-cuts)



Archdiocese of Washington Catholic Schools Academic Standards Art



CERAMICS:

Media: modeling clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

NEW MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

8.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 10

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

8.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in the completion of work.

8.10.2 Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation utilizing established criteria.

8.10.3 Demonstrate respect for their work and the work of others.



Archdiocese of Washington Catholic Schools Academic Standards Art



CAREERS AND COMMUNITY **Standard 11**

Students recognize a variety of art-related professions and careers in our society.

- 8.11.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects.
- 8.11.2 Identify components of professional art portfolios.

Standard 12

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

- 8.12.1 Analyze ways experiences in the arts connect to other life experiences.
- 8.12.2 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- 8.12.3 Identify ways one can become actively involved in supporting the arts locally and nationally.

INTEGRATED STUDIES **Standard 13**

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

- 8.13.1 Analyze connections between the use of skills and processes in art (problem solving, critical thinking, and observational skills) and other subject areas, and analyze how integration of disciplines enhances learning.
- 8.13.2 Create works (artwork, debates, critiques, journals) that communicate in-depth knowledge gained through the power of integrated study.

Standard 14

Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

- 8.14.1 Analyze how the various art forms are integrated to clearly communicate an idea.
- 8.14.2 Create an integrated work of art incorporating processes, skills, or sign systems of another art form.