

GRADE 8

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Abstract Expressionism with Wassily Kandinsky	Grade: 8	Placement in 22 class cycle: 6-11
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Attitudes: Students will value: * The complexity of the subject matter * The accountability of meaningful art * The freedom of abstract expressionism			
Essential questions	What influences Kandinsky to focus on painting? How did culture/ time impact his art? What makes his art "good"? What is abstract expressionism?			
Knowledge and Skills targeted	Objectives Concepts, Facts, Generalizations: Students will know: * A brief history of Wassily Kandinsky * The basic terminology associated Kandinsky * The criteria of a successful project Skills: Students will be able to: * Create a mood painting with restriction to line, color, and shape * Write an explanation for the painting			
Assessment	Participation in class discussion, work ethic for rough draft work, Finished product of painting with accompanying written portion explaining their artistic choices, Use of the elements and principles to create a successful composition, written paragraphs explaining work that is free of errors			
Cross curricular components	Social Studies- Historical/ cultural information			
Resources	School web page, internet			
Standards	1.1.8.D.1, 1.2.5.A.1, 1.2.8.A.3, 1.2.12.A.1, 1.2.12.A.2, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.8.D.1, 1.4.5.A.3, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.6, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.8.B.2			

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
National	Standard Achievement
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
<u>NA-VA.5-8.2</u>	<ul style="list-style-type: none"> • Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work. • Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas. • Students select and use the qualities of structures and functions of art to improve communication of their ideas.
<u>NA-VA.5-8.3</u>	<ul style="list-style-type: none"> • Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks. • Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.
<u>NA-VA.5-8.4</u>	<ul style="list-style-type: none"> • Students know and compare the characteristics of artworks in various eras and cultures. • Students describe and place a variety of art objects in historical and cultural contexts . • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
<u>NA-VA 5-8.5</u>	<ul style="list-style-type: none"> • Students compare multiple purposes for creating works of art. • Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. • Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Modern Art introduction	Grade: 8	Placement in 22 class cycle: 3-5
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Attitudes: Students will value: *The complexity of the subject matter *The impact of technology on art *An interdisciplinary education			
Essential questions	What factors played a part in art's drastic change into the modern era? What was art like before? How did technology, culture, etc. help art evolve? What is art?			
Knowledge and Skills targeted	Objectives Concepts, Facts, Generalizations: Students will know: *A brief history of Modern Art *The basic terminology associated art of this period *The events leading art to this direction Skills: Students will be able to: *Work as a group to research information *Present a PowerPoint presentation based on their assigned topic *Understand the many factors that changed the direction of art			
Assessment	Participation in group to create PowerPoint presentation, presentation answered questions completely, presentation presented with confidence of knowledge base acquired/ ability to answer questions of classmates based on research, cohesion/ quality of presentation to the class.			
Cross curricular components	Social Studies- Historical/ cultural information			
Resources	School web page, internet			
Standards	1.1.8.D.1, 1.1.8.D.2, 1.2.5.A.1, 1.2.5.A.3, 1.2.8.A.1, 1.2.8.A.2, 1.2.8.A.3, 1.2.12.A.1, 1.2.12.A.2, 1.3.5.D.2, 1.4.5.A.2, 1.4.5.A.3, 1.4.8.A.1, 1.4.8.A.2, 1.4.8.A.3 1.4.8.A.4, 1.4.8.A.5, 1.4.8.A.6, 1.4.5.B.5, 1.4.8.B.1			

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
National	Standard Achievement
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
<u>NA-VA.5-8.4</u>	<ul style="list-style-type: none"> • Students know and compare the characteristics of artworks in various eras and cultures. • Students describe and place a variety of art objects in historical and cultural contexts. • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
<u>NA-VA 5-8.5</u>	<ul style="list-style-type: none"> • Students compare multiple purposes for creating works of art. • Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. • Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
<u>NA-VA.5-8.6</u>	<ul style="list-style-type: none"> • Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. • Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Clay Animation	Grade: 8	Placement in 22 class cycle: 8-16
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Students will value: <ul style="list-style-type: none"> • The impact of technology on art • Art with motion • The ability to create an amazing project collaboratively 			
Essential questions	What makes an animation work? How did animation evolve? How is clay animation different than the other forms?			
Knowledge and Skills targeted	Objectives: Concepts, Facts, Generalizations: Students will know: <ul style="list-style-type: none"> • The evolution of animation • The roles of the director, producer, animator, storyboard artist, etc. • The concept of a timeline sequence • The criteria for a successful project Skills: Students will be able to: <ul style="list-style-type: none"> • Work collaboratively to use each member's strength • Create clay figures and backgrounds to support their story • Use a digital still camera to photograph their project in sequence • Demonstrate an understanding of clay animation techniques • Use multiple technology programs (MSPaint and Macromedia Flash) for editing and the animation's actual creation 			
Assessment	Ability to work in a cooperatively to create an original clay animation; Fruition of animation concept to clay animation; motion quality based on planned sequence; ability to follow instructions as a group to have a successful final product.			
Cross curricular components	Math, Technology			

GRADE 8

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Abstract Expressionism with Wassily Kandinsky	Grade: 8	Placement in 22 class cycle: 6-11
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Attitudes: Students will value: * The complexity of the subject matter * The accountability of meaningful art * The freedom of abstract expressionism			
Essential questions	What influences Kandinsky to focus on painting? How did culture/ time impact his art? What makes his art "good"? What is abstract expressionism?			
Knowledge and Skills targeted	Objectives Concepts, Facts, Generalizations: Students will know: * A brief history of Wassily Kandinsky * The basic terminology associated Kandinsky * The criteria of a successful project Skills: Students will be able to: * Create a mood painting with restriction to line, color, and shape * Write an explanation for the painting			
Assessment	Participation in class discussion, work ethic for rough draft work, Finished product of painting with accompanying written portion explaining their artistic choices, Use of the elements and principles to create a successful composition, written paragraphs explaining work that is free of errors			
Cross curricular components	Social Studies- Historical/ cultural information			
Resources	School web page, internet			
Standards	1.1.8.D.1, 1.2.5.A.1, 1.2.8.A.3, 1.2.12.A.1, 1.2.12.A.2, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.8.D.1, 1.4.5.A.3, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.6, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.8.B.2			

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
National	Standard Achievement
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
<u>NA-VA.5-8.2</u>	<ul style="list-style-type: none"> • Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work. • Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas. • Students select and use the qualities of structures and functions of art to improve communication of their ideas.
<u>NA-VA.5-8.3</u>	<ul style="list-style-type: none"> • Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks. • Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.
<u>NA-VA.5-8.4</u>	<ul style="list-style-type: none"> • Students know and compare the characteristics of artworks in various eras and cultures. • Students describe and place a variety of art objects in historical and cultural contexts . • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
<u>NA-VA 5-8.5</u>	<ul style="list-style-type: none"> • Students compare multiple purposes for creating works of art. • Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. • Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Modern Art introduction	Grade: 8	Placement in 22 class cycle: 3-5
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Attitudes: Students will value: *The complexity of the subject matter *The impact of technology on art *An interdisciplinary education			
Essential questions	What factors played a part in art's drastic change into the modern era? What was art like before? How did technology, culture, etc. help art evolve? What is art?			
Knowledge and Skills targeted	Objectives Concepts, Facts, Generalizations: Students will know: *A brief history of Modern Art *The basic terminology associated art of this period *The events leading art to this direction Skills: Students will be able to: *Work as a group to research information *Present a PowerPoint presentation based on their assigned topic *Understand the many factors that changed the direction of art			
Assessment	Participation in group to create PowerPoint presentation, presentation answered questions completely, presentation presented with confidence of knowledge base acquired/ ability to answer questions of classmates based on research, cohesion/ quality of presentation to the class.			
Cross curricular components	Social Studies- Historical/ cultural information			
Resources	School web page, internet			
Standards	1.1.8.D.1, 1.1.8.D.2, 1.2.5.A.1, 1.2.5.A.3, 1.2.8.A.1, 1.2.8.A.2, 1.2.8.A.3, 1.2.12.A.1, 1.2.12.A.2, 1.3.5.D.2, 1.4.5.A.2, 1.4.5.A.3, 1.4.8.A.1, 1.4.8.A.2, 1.4.8.A.3 1.4.8.A.4, 1.4.8.A.5, 1.4.8.A.6, 1.4.5.B.5, 1.4.8.B.1			

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
National	Standard Achievement
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
<u>NA-VA.5-8.4</u>	<ul style="list-style-type: none"> • Students know and compare the characteristics of artworks in various eras and cultures. • Students describe and place a variety of art objects in historical and cultural contexts. • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
<u>NA-VA 5-8.5</u>	<ul style="list-style-type: none"> • Students compare multiple purposes for creating works of art. • Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. • Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
<u>NA-VA.5-8.6</u>	<ul style="list-style-type: none"> • Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. • Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Clay Animation	Grade: 8	Placement in 22 class cycle: 8-16
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Students will value: <ul style="list-style-type: none"> • The impact of technology on art • Art with motion • The ability to create an amazing project collaboratively 			
Essential questions	What makes an animation work? How did animation evolve? How is clay animation different than the other forms?			
Knowledge and Skills targeted	Objectives: Concepts, Facts, Generalizations: Students will know: <ul style="list-style-type: none"> • The evolution of animation • The roles of the director, producer, animator, storyboard artist, etc. • The concept of a timeline sequence • The criteria for a successful project Skills: Students will be able to: <ul style="list-style-type: none"> • Work collaboratively to use each member's strength • Create clay figures and backgrounds to support their story • Use a digital still camera to photograph their project in sequence • Demonstrate an understanding of clay animation techniques • Use multiple technology programs (MSPaint and Macromedia Flash) for editing and the animation's actual creation 			
Assessment	Ability to work in a cooperatively to create an original clay animation; Fruition of animation concept to clay animation; motion quality based on planned sequence; ability to follow instructions as a group to have a successful final product.			
Cross curricular components	Math, Technology			

Resources	MS Paint, Adobe Macromedia Flash
Standards	1.1.8.D.1, 1.2.5.A.3, 1.2.8.A.1, 1.2.8.A.2, 1.2.12.A.2, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.6, 1.4.5.A.2, 1.4.5.A.3, 1.4.8.A.2, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.6, 1.4.8.A.7, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.12.B.1, 1.4.12.B.2

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art

Resources	MS Paint, Adobe Macromedia Flash
Standards	1.1.8.D.1, 1.2.5.A.3, 1.2.8.A.1, 1.2.8.A.2, 1.2.12.A.2, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.6, 1.4.5.A.2, 1.4.5.A.3, 1.4.8.A.2, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.6, 1.4.8.A.7, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.12.B.1, 1.4.12.B.2

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art

Resources	MS Paint, Adobe Macromedia Flash
Standards	1.1.8.D.1, 1.2.5.A.3, 1.2.8.A.1, 1.2.8.A.2, 1.2.12.A.2, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.6, 1.4.5.A.2, 1.4.5.A.3, 1.4.8.A.2, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.6, 1.4.8.A.7, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.12.B.1, 1.4.12.B.2

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art

	mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
National	Standard Achievement
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to

	mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
National	Standard Achievement
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to

	enhance communication of their experiences and ideas
<u>NA-VA.5-8.2</u>	<ul style="list-style-type: none"> • Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work • Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas • Students select and use the qualities of structures and functions of art to improve communication of their ideas
<u>NA-VA.5-8.3</u>	<ul style="list-style-type: none"> • Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks • Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks
<u>NA-VA.5-8.4</u>	<ul style="list-style-type: none"> • Students know and compare the characteristics of artworks in various eras and cultures • Students describe and place a variety of art objects in historical and cultural contexts • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
<u>NA-VA 5-8.5</u>	<ul style="list-style-type: none"> • Students compare multiple purposes for creating works of art • Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry • Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Computer Animation	Grade: 8	Placement in 22 class cycle: 17-22
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Students will value: <ul style="list-style-type: none"> * The impact of technology on art * Art with motion * The ability to create a successful animation in a different medium 			
Essential questions	What makes an animation work? How did animation evolve? How is computer animation different than the other forms?			
Knowledge and Skills targeted	Objectives: Concepts, Facts, Generalizations: Students will know: <ul style="list-style-type: none"> * How to make a successful animation * The criteria for a successful project Skills: Students will be able to: <ul style="list-style-type: none"> * Demonstrate an understanding of the successful animation * Create a successful computer animation 			
Assessment	Ability to create an original computer animation; Fruition of animation concept to clay animation; motion quality based on planned sequence; ability to follow instructions to have a successful final product.			
Cross curricular components	Math, Technology			
Resources	Adobe Macromedia Flash			
Standards	1.1.8.D.1, 1.2.5.A.3, 1.2.8.A.1, 1.2.8.A.2, 1.2.12.A.2, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.3.8.D.1, 1.3.8.D.2, 1.3.8.D.3, 1.3.8.D.6, 1.4.5.A.2, 1.4.5.A.3, 1.4.8.A.2, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.6, 1.4.8.A.7, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.12.B.1, 1.4.12.B.2			

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
National	Standard Achievement
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
<u>NA-VA.5-8.2</u>	<ul style="list-style-type: none"> • Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work. • Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas. • Students select and use the qualities of structures and functions of art to improve communication of their ideas.

<u>NA-VA.5-8.3</u>	<ul style="list-style-type: none"> • Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks. • Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.
<u>NA-VA.5-8.4</u>	<ul style="list-style-type: none"> • Students know and compare the characteristics of artworks in various eras and cultures. • Students describe and place a variety of art objects in historical and cultural contexts. • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
<u>NA-VA 5-8.5</u>	<ul style="list-style-type: none"> • Students compare multiple purposes for creating works of art. • Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. • Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Art Critic Wanted	Grade: 8	Placement in 22 class cycle: 7
Theme or Big Idea	Understanding Modern Art and why art changed			
Big Idea/ Enduring understanding	Attitudes: Students will value: * The intelligence and knowledge of a critic * The effect of the critic on the artist * The accountability of the artist to produce meaningful work			
Essential questions	What is the job and influence of an art critic? What makes art good? How do the elements and principles work into an artwork's evaluation?			
Knowledge and Skills targeted	Objectives: Concepts, Facts, Generalizations: Students will know: * The role of an Art Critic * The elements and Principles of Art Skills: Students will be able to: * Criticize a fellow student's artwork * Write a one page paper about a student artwork			
Assessment	Participation in class discussion, Completed one page art criticism based off the worksheet, correct grammar and spelling			
Cross curricular components	Language arts			
Resources	School web page, internet			
Standards	1.1.5.D.2, 1.1.8.D.1, 1.1.12.D.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.6, 1.4.12.A.2, 1.4.5.B.1, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.8.B.2			

Content Standards	Cumulative Progress indicator
NJCCS	
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
National	Standard Achievement

<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> • Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas
<u>NA-VA.5-8.2</u>	<ul style="list-style-type: none"> • Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work • Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas • Students select and use the qualities of structures and functions of art to improve communication of their ideas
<u>NA-VA 5-8.5</u>	<ul style="list-style-type: none"> • Students compare multiple purposes for creating works of art • Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry • Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures