

San Diego City Schools – Visual and Performing Arts Department  
 California State Content Standards – Visual Art  
 Core Learnings – Visual Art – Grades 6 - 8

<b>1.0 Artistic Perception</b> <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</b> <i>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</i>			
	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>1.1</b>	<b>Identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, and value).</b> <ul style="list-style-type: none"> <li>Define and locate every element of art (line, shape/form, color, texture, space and value) in two and three-dimensional works, including architecture.</li> <li>Analyze choice and arrangements of the elements of art used by various artists in works of art to make meaning.</li> </ul>	<b>Describe the environment and selected works of art, using the elements of art and the principles of design.</b> <ul style="list-style-type: none"> <li>Identify elements of art as structural parts and balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation and unity (principles of design) as organizational principle of a work of art.</li> <li>Describe the physical environment using the elements of art and the principles of design stressing balance, contrast, dominance, and emphasis.</li> <li>Describe two and three-dimensional works of art using elements of art but emphasizing principles of design.</li> </ul>	<b>Use artistic terms when describing the intent and content of works of art.</b> <ul style="list-style-type: none"> <li>Describe the elements of art and analyze the principles of design in various works of art created by the student and others.</li> <li>Discuss use of symbols and historical/social context of works of art to make meaning.</li> </ul>
<b>1.2</b>	<b>Discuss works of art as to theme, genre, style, idea, and differences in media.</b> <ul style="list-style-type: none"> <li>Classify two and three-dimensional works of art, including architecture, based on a particular subject (theme), realistic representation of people, subjects and scenes from everyday life (genre), characteristics of a culture, an historic period, school of art or characteristic expression of an individual artist (style) and defend your rationale.</li> <li>Identify media choices in two- and three-dimensional works of art, including architecture, and describe how the media affects the theme, genre, style, idea and/or meaning.</li> </ul>	<b>Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.</b> <ul style="list-style-type: none"> <li>Discuss relative size, larger than life or miniature (scale) and size relationships, part to parts and parts to whole (proportion) in two and three-dimensional works of art.</li> <li>Compare the actual dimensions of original pieces of work to the published reproduction size interpreting the descriptions or the credits published with reproductions.</li> </ul>	<b>Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.</b> <ul style="list-style-type: none"> <li>Defend purposeful choice of media, theme, genre, style, elements of art and principles of design used in the creation of the student’s own works of art and explain the intended message, mood or feeling the viewer is expected to understand.</li> </ul>
<b>1.3</b>	<b>Describe how artists can show the same theme by using different media and styles.</b> <ul style="list-style-type: none"> <li>Compare and contrast works of art from two different artists that have like themes and use different media and style.</li> </ul>	<b>Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).</b> <ul style="list-style-type: none"> <li>Identify, describe and explain the principles of atmospheric (aerial) perspective in works of art.</li> </ul>	<b>Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.</b> <ul style="list-style-type: none"> <li>Identify, describe the elements of art, and analyze the principles of design in relationship to intent found in</li> </ul>

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		<ul style="list-style-type: none"> <li>Identify and describe linear perspective and explain the principles for use in works of art.</li> <li>Discuss the use of size relationships, placement of objects to create the illusion of depth in abstract and nonrepresentational works of art.</li> </ul>	<p>various electronic media products.</p> <ul style="list-style-type: none"> <li>Discuss how new media effects how art is seen and perceived.</li> </ul>
1.4	<p><b>Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).</b></p> <ul style="list-style-type: none"> <li>Identify parts or elements arranged on either side of the midline creating unequal visual weight (asymmetrical), correspondence in size, shape, and arrangement on both sides of the midline (symmetrical) and parts arranged from the center outward, a circular arrangement (radial) balance in various works of art.</li> <li>Explain how to arrange elements of art to create visual balance in both two- and three-dimensional works of art.</li> </ul>	<p><b>Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.</b></p> <ul style="list-style-type: none"> <li>Defend personal reasons for using specific elements of art and principles of design in the student’s own works of art to communicate ideas and/or moods.</li> </ul>	
<p><b>2.0 Creative Expression</b>  <b>Creating, Performing, and Participating in the Visual Arts</b>  <i>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</i></p>			
	6th Grade	7th Grade	8th Grade
2.1	<p><b>Use various observational drawing skills to depict a variety of subject matter.</b></p> <ul style="list-style-type: none"> <li>Use gesture and contour line drawing to visually explore objects.</li> <li>Create representational drawings using still life arrangements, figure models and locations.</li> </ul>	<p><b>Develop increasing skill in the use of at least three different media.</b></p> <ul style="list-style-type: none"> <li>Refine skills through practice drawing, painting and sculptural media skills (clay, paper, papier mache, found objects).</li> <li>Show evidence of growth by creating a chronology of works, written personal reflections, and critique in a portfolio and/or sketchbook.</li> </ul>	<p><b>Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).</b></p> <ul style="list-style-type: none"> <li>Create a multi-step two-dimensional work of art using linoleum block printing technique, computer-generated graphic design or silkscreen printing process.</li> </ul>
2.2	<p><b>Apply the rules of two-point perspective in creating a thematic work of art.</b></p> <ul style="list-style-type: none"> <li>Create drawings using horizon line, two vanishing points, and a system of horizontal, vertical and diagonal lines to create a cityscape.</li> </ul>	<p><b>Use different forms of perspective to show the illusion of depth on a two-dimensional surface.</b></p> <ul style="list-style-type: none"> <li>Use foreground, middle ground and background, one or two-point perspective, and geometric and organic forms in drawings.</li> <li>Use value and detail changes, overlapping, and size</li> </ul>	<p><b>Design and create maquettes for three-dimensional sculptures.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of size relationships and scale using ratio and proportion.</li> <li>Draw schematics then build small-scale models (maquettes) using wood, paper, papier-mache, or other</li> </ul>

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		relationships to create atmospheric perspective.	sculptural materials.
2.3	<p><b>Create a drawing, using varying tints, shades, and intensities.</b></p> <ul style="list-style-type: none"> <li>• Create a monochromatic drawing showing six or more gradations of a hue.</li> <li>• Create drawings using various media (pastels, colored pencils, charcoal, etc.) showing at least two gradations of three hues.</li> </ul>	<p><b>Develop skill in using mixed media while guided by a selected principle of design.</b></p> <ul style="list-style-type: none"> <li>• Create a series of at least three mixed media works using line, shape/form, color, texture, value and space to emphasize contrast or dominance and write a reflection on the experience noting changes in skill and the evolving creative process (planning, media choice, revision, rework, etc.).</li> </ul>	<p><b>Create an original work of art, using film, photography, computer graphics, or video.</b></p> <ul style="list-style-type: none"> <li>• Create an original work of art using available technology and purposefully manipulate the elements of art and principles of design to provide an alternative way of seeing an object.</li> </ul>

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2.4	<p><b>Create increasingly complex original works of art reflecting personal choices and increased technical skill.</b></p> <ul style="list-style-type: none"> <li>• Add at least two original works per grading period to a portfolio, noting one’s change in skill level using knowledge of the elements of art.</li> <li>• Create works of art emphasizing symmetry, asymmetry and radial balance; gradations of intensity in color; and media choice in a variety of two- and three-dimensional compositions.</li> </ul>	<p><b>Develop skill in mixing paints and showing color relationships.</b></p> <ul style="list-style-type: none"> <li>• Define, identify and mix analogous colors and use them in paintings.</li> <li>• Mix six or more tints and shades of a single pure color, be able to describe how the tints and shades were created and use them in a monochromatic painting.</li> <li>• Define and identify complementary colors and use one chosen pair exclusively in a painting.</li> <li>• Keep accurate notes in a sketchbook/journal on color theory.</li> </ul>	<p><b>Design and create an expressive figurative sculpture.</b></p> <ul style="list-style-type: none"> <li>• Create an original sculpture that communicates an emotion or strongly held ideal using the human figure as the primary shape.</li> </ul>
2.5	<p><b>Select specific media and processes to express moods, feelings, themes, or ideas.</b></p> <ul style="list-style-type: none"> <li>• Plan artwork based on internal or external inspiration by creating thumbnail sketches, selecting one sketch, choosing the medium that best expresses the idea, and create a completed work.</li> </ul>	<p><b>Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.</b></p> <ul style="list-style-type: none"> <li>• Identify, compare and contrast realistic or representational art to fantasy or surrealism.</li> <li>• Create drawings, paintings and sculptures in both representational and surrealistic style.</li> </ul>	<p><b>Select a medium to use to communicate a theme in a series of works of art.</b></p> <ul style="list-style-type: none"> <li>• Create a series of at least six works of art using a single medium (paint, clay, pencil, etc.) illustrating the same object or group of objects from different angles, distances, and lighting.</li> </ul>
2.6	<p><b>Use technology to create original works of art.</b></p> <ul style="list-style-type: none"> <li>• Apply acquired knowledge of the elements of art to create original works emphasizing one element using available technology.</li> </ul>	<p><b>Create an original work of art, using film, photography, computer graphics, or video.</b></p> <ul style="list-style-type: none"> <li>• Create at least one short film or video; traditional or digital photograph or computer generated work of art using available technology, emphasizing contrast or dominance as the theme.</li> <li>• Compare and contrast traditional media (drawing materials, painting, clay, etc.) with electronic media, examining the actual media properties, techniques, process and the final product.</li> </ul>	<p><b>Design and create both additive and subtractive sculptures.</b></p> <ul style="list-style-type: none"> <li>• Plan a sculpture that joins of a series of parts to create a whole (additive) in a sketchbook then use appropriate materials (clay, papier mache, assemblage, etc.) to build the three-dimensional piece emphasizing balance, dominance, and unity.</li> <li>• Plan a sculpture that removes material from a whole (subtractive) in a sketchbook then use appropriate media (wood, plaster block, etc.) to create the three-dimensional structure emphasizing contrast, rhythm and movement.</li> </ul>

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<p>2.7</p>		<p><b>Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.</b></p> <ul style="list-style-type: none"> <li>• Discuss internal and external inspiration and how it relates to the creative process.</li> <li>• Record personal inspirations in a sketchbook/journal.</li> <li>• Create at least three works of two- or three-dimensional art, expressing a personal ideal, belief or emotion.</li> <li>• Reflect on one’s own series of works, identifying the elements of art, the use of balance, contrast, dominance and emphasis (principles of design) and note the changes or revisions made throughout the creative process including personal perceptions and feelings.</li> </ul>	<p><b>Design a work of public art appropriate to and reflecting a location.</b></p> <ul style="list-style-type: none"> <li>• Define the function of public art.</li> <li>• Develop a series of sketches of a proposed public work of art, illustrating different angles and points of view, including surrounding features of the proposed site.</li> </ul>
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3.0 Historical and Cultural Context			
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts			
<i>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</i>			
<i>Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time period).</i>			
	6th Grade	7th Grade	8th Grade
3.1	<p><b>Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).</b></p> <ul style="list-style-type: none"> <li>• Research and discuss the function of visual art in the following Ancient cultures: Egyptian, Hebrew, Greek, Indian, Chinese and Roman.</li> <li>• Describe and analyze the function and design of a selected artifact from an Ancient culture using the vocabulary of art.</li> <li>• Identify similarities and differences between current culture and ancient cultures as reflected through art.</li> </ul>	<p><b>Research and describe how art reflects cultural values in various traditions throughout the world.</b></p> <ul style="list-style-type: none"> <li>• Investigate two medieval or early modern cultures (Roman, Islamic, Chinese, Sub-Saharan, Japanese, European, Meso-American, and Andean), emphasizing how visual art reflects the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture.</li> </ul>	<p><b>Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.</b></p> <ul style="list-style-type: none"> <li>• Research and describe, using visual art vocabulary, American works of art created specifically as political or social commentary from the Civil War Era, the Industrial Revolution and the Twentieth Century and the relationship between democratic principles and artistic expression.</li> <li>• Discuss the effects of political and social commentary through art, the reactions of the public at the time the works were created and how history has treated the issue(s) and the work(s) of art.</li> </ul>
3.2	<p><b>View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.</b></p> <ul style="list-style-type: none"> <li>• Research, describe and discuss the importance and function of at least two works of art from Ancient cultures (Egyptian, Hebrew, Greek, Indian, Chinese or Roman).</li> <li>• Trace the development of a functional artifact (vessel, utensil, etc.) from an Ancient culture emphasizing changes in shape, color, decoration and technological advances in relationship to needs and available resources.</li> </ul>	<p><b>Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.</b></p> <ul style="list-style-type: none"> <li>• Record similarities and differences in works of art from medieval and early modern cultures, and discuss how these works reflect religious or spiritual beliefs, social status, environmental conditions and available resources.</li> <li>• Investigate the Renaissance as an artistic movement and discuss the reflection of historical events, intellectual growth, and societal conditions in works of art.</li> </ul>	<p><b>Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.</b></p> <ul style="list-style-type: none"> <li>• Identify Western and non-Western cultures and discuss characteristics found in their works of art.</li> <li>• Examine, describe and analyze function, style, and meaning of one Western and one non-Western work of art, from different periods of time.</li> </ul>
3.3	<p><b>Compare, in oral or written form, representative images or designs from at least two selected cultures.</b></p> <ul style="list-style-type: none"> <li>• Discuss the similarities and differences in design styles from two different ancient cultures emphasizing use of line, symbols, body representations, and color.</li> </ul>		<p><b>Identify major works of art created by women and describe the impact of those works on society at that time.</b></p> <ul style="list-style-type: none"> <li>• Identify women artists and their works from Colonial America, Civil War, Industrial Revolution and Twentieth Century Eras.</li> <li>• Research the life of a woman artist, note accomplishments achieved during her lifetime and find examples while noting the impact of her work.</li> </ul>

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3.4			<p><b>Discuss the contributions of various immigrant cultures on the art of a particular society.</b></p> <ul style="list-style-type: none"> <li>Describe artwork unique to a chosen culture that immigrated to America.</li> <li>Identify and describe designs and artistic traditions brought by immigrants that are currently reflected in American society.</li> </ul>
<p><b>4.0 Aesthetic Valuing</b>  <b>Responding to Analyzing, and Making Judgments About Works in the Visual</b>  <i>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</i></p>			
	6th Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
4.1	<p><b>Construct and describe plausible interpretations of what they perceive in works of art.</b></p> <ul style="list-style-type: none"> <li>Create an individual rubric for analyzing and interpreting line, shape/form, color, texture, value and space (elements of art) and balance in works of art.</li> <li>Discuss and defend interpretations of works of art by referencing the works directly using visual art vocabulary.</li> </ul>	<p><b>Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.</b></p> <ul style="list-style-type: none"> <li>Compare and contrast one’s own expressive work of art with an expressive work created by a recognized artist using visual art vocabulary.</li> <li>Discuss how elements of art, contrast, dominance and emphasis are used to represent personal beliefs, ideas, moods or themes in personal works of art.</li> </ul>	<p><b>Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.</b></p> <ul style="list-style-type: none"> <li>Compare and contrast one’s own viewpoint of works of art from other cultures before and after researching artists’ intent or cultural context.</li> <li>Describe how personal and educational experiences, and cultural background enhance or limit appreciation and understanding of works of art.</li> </ul>
4.2	<p><b>Identify and describe ways in which their culture is being reflected in current works of art.</b></p> <ul style="list-style-type: none"> <li>Explore and discuss one’s personal culture.</li> <li>Identify, compare and contrast current pieces of artwork reflecting the student’s culture using the vocabulary of visual art.</li> </ul>	<p><b>Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.</b></p> <ul style="list-style-type: none"> <li>Describe the size, medium, subject and elements used in works of art, analyze how the principles of design effect the theme, idea or emotion expressed and defend by referencing the work using visual art vocabulary.</li> </ul>	<p><b>Develop a theory about the artist’s intent in a series of works of art, using reasoned statements to support personal opinions.</b></p> <ul style="list-style-type: none"> <li>Make meaning through analyzing and examining a series of three or more works created by a single artist, including media availability, artistic trends, and biographical, social, political, and historical research.</li> </ul>
4.3	<p><b>Develop specific criteria as individuals or in groups to assess and critique works of art.</b></p> <ul style="list-style-type: none"> <li>Create a group rubric to evaluate two- and three-dimensional works of art using the vocabulary of visual art and assess a variety of works.</li> </ul>	<p><b>Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.</b></p> <ul style="list-style-type: none"> <li>Develop a personal preference or opinion about the worth of selected works of art and discuss with peers.</li> <li>Demonstrate respect for others through active listening,</li> </ul>	<p><b>Construct an interpretation of a work of art based on the form and content of the work.</b></p> <ul style="list-style-type: none"> <li>Describe and analyze the organization of the elements, interpret the meaning or mood, examine the credit line and evaluate the artistic merits of works of art.</li> </ul>

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		<p>appropriate participation, and acceptance of other points of view when critiquing works of art.</p> <ul style="list-style-type: none"> <li>Discuss how reactions to works of art may be influenced by personal experiences.</li> </ul>	
4.4	<p><b>Change, edit, or revise their works of art after a critique, articulating reasons for their changes.</b></p> <ul style="list-style-type: none"> <li>Using a rubric, analyze works of art, suggest, and defend changes for improvement.</li> <li>Re-create or change one’s own work of art based on self-analysis.</li> </ul>	<p><b>Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.</b></p> <ul style="list-style-type: none"> <li>Create and use a rubric for critical examination of works of art, including detailed description of the elements of art, analysis of unity/harmony, balance, contrast, dominance and emphasis and interpretation of meaning or expressive intent.</li> </ul>	<p><b>Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.</b></p> <ul style="list-style-type: none"> <li>Develop a rubric to critique works of art including detailed description of the elements of art, media used, analysis of the principles of design, interpretation of intent or meaning and evaluation of artistic merit.</li> </ul>
4.5		<p><b>Identify what was done when a personal work of art was reworked and explain how those changes improved the work.</b></p> <ul style="list-style-type: none"> <li>Analyze, revise and change or recreate an original work of art and discuss literal, expressive, and design qualities using art vocabulary.</li> </ul>	<p><b>Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classrooms setting.</b></p> <ul style="list-style-type: none"> <li>Using established criteria, write, present and defend a personal assessment of a work of art by a recognized artist by referencing the work directly.</li> <li>Respond to peer analysis by asking appropriate questions and respectful sharing of differences.</li> </ul>
4.6			<p><b>Select a grouping of their own works of art that reflects growth over time and describe the progression.</b></p> <ul style="list-style-type: none"> <li>Describe and analyze how a series of at least five original works reflect personal growth through the understanding of media and techniques, and the ability to manipulate elements and principles.</li> </ul>

<p><b>5.0 Connections, Relationships, Applications</b>  <b>Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</b>  <i>Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</i></p>			
	6th Grade	7 <sup>th</sup> Grade	8th Grade
5.1	Research how art was used in theatrical productions in the	Study the music and art of a selected historical era and	Select a favorite artist and some of his/her works of art

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	<p><b>past and in the present.</b></p> <ul style="list-style-type: none"> <li>• Research Ancient Greek, Roman and Chinese theatre and examine how the design, media, masks, costumes, and scenery were used for dramatic effect.</li> <li>• Compare and contrast contemporary and ancient theatre productions including the design, media, and use of masks, costumes and scenery.</li> </ul>	<p><b>create a multimedia presentation that reflects that time and culture.</b></p> <ul style="list-style-type: none"> <li>• Research art and music from Renaissance, Reformation, Scientific Revolution, Exploration, Age of Reason or Enlightenment and prepare a presentation using available technology.</li> </ul>	<p><b>and create a music video that expresses personal ideas and views about the artist.</b></p> <ul style="list-style-type: none"> <li>• Write a biographical sketch about a chosen artist that describes selected works and gives reasons why the artist is considered significant.</li> <li>• Create a media presentation using appropriate music and visuals that express the student’s opinion and interpretation of a favorite artist and their works.</li> </ul>
5.2	<p><b>Research how traditional characters (such as the <i>trickster</i>) found in a variety of cultures past and present are represented in illustrations.</b></p> <ul style="list-style-type: none"> <li>• Identify, research, and analyze illustrations of traditional literary characters (hero, villain, the fool, etc.) found in a variety of cultures.</li> <li>• Compare and contrast the character traits and depictions of traditional literary characters with contemporary characters in both literature and media productions (television, animation, computer games, etc.).</li> </ul>	<p><b>Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.</b></p> <ul style="list-style-type: none"> <li>• Create representative drawings using charcoal, pen and ink, brush and ink, etc., depicting common scenes from Asian, Pre-Colombian, African Sub-Saharan cultures or the European Renaissance era.</li> </ul>	<p><b>Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.</b></p> <ul style="list-style-type: none"> <li>• Research and discuss current social or political events and how they are depicted in contemporary visual art compositions (satirical drawing or editorial cartoons).</li> <li>• Read two or more articles concerning a chosen event or issue, and draw a series of at least four sketches illustrating one’s own point of view.</li> <li>• Choose one sketch from a series and recreate it as a completed satirical drawing, painting or political cartoon.</li> </ul>
5.3	<p><b>Create artwork containing visual metaphors that express the traditions and myths of selected cultures.</b></p> <ul style="list-style-type: none"> <li>• Explore universal symbols and their use throughout history (e.g., dove, lightening bolt, arrow, heart, etc.).</li> <li>• Use objects as symbols or motifs representing a concept or idea from mythology or authentic cultural tradition (Egyptian, Hebrew, Greek, Indian, Chinese or Roman) in original works of art.</li> </ul>	<p><b>Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</b></p> <ul style="list-style-type: none"> <li>• Examine the depiction of the human head and figure in two- and three-dimensional ancient, medieval, and modern works of art.</li> <li>• Identify, describe, compare and contrast the interpretation of two pieces of art from different time-periods that depict like object(s) or theme(s).</li> </ul>	<p><b>Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.</b></p> <ul style="list-style-type: none"> <li>• Identify and describe examples of visual techniques (camera angle, color, pattern, etc.) used to influence viewers in graphic or electronic communication (websites, billboards, commercials, posters, etc.) using visual art vocabulary.</li> <li>• Compare and contrast graphic and electronic communications focusing on the elements and principles of art and how they affect the intent and interpretation.</li> </ul>
5.4	<p><b>Describe tactics employed in advertising to sway the viewer’s thinking and provide examples.</b></p>	<p><b>Identify professions in or related to the visual arts and some of the specific skills needed for those professions.</b></p>	<p><b>Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the</b></p>

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 California State Content Standards – Visual Art  
 Core Learnings – Visual Art – Grades 6 - 8

	<ul style="list-style-type: none"> <li>Investigate the use of camera angles, slogans, logos, color, size relationships, emphasis, subordination, and contrast to influence viewers in electronic and print media.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and research direct and indirect visual art professions, including educational requirements and artistic skills necessary for success.</li> </ul>	<p><b>skills needed to become a professional artist.</b></p> <ul style="list-style-type: none"> <li>Identify and utilize community artists’ expertise in the development of works of art as individuals or in a group.</li> <li>Interview a working artist about education, training, experience, skill, media preference, and creative process and write a summary.</li> </ul>
5.5	<p><b>Establish criteria to use in selecting works for a specific type of art exhibition.</b></p> <ul style="list-style-type: none"> <li>Develop submission guidelines for a thematic art exhibit, participate in a jury and hang selected pieces in an aesthetic display in the classroom or beyond.</li> </ul>		