

# Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision as an artist.

	Grade 6	Grade 7	Grade 8
<p><b>1</b></p> <p><b>Demonstrate creative thinking by employing originality, flexibility, fluency, and imagination in the development of artwork.</b></p>	<p>6.1</p> <p>The student will apply creative thinking to communicate personal ideas, experiences, and narratives in works of art.</p>	<p>7.1</p> <p>The student will apply creative thinking to communicate ideas, experiences, and narratives in works of art.</p>	<p>8.1</p> <p>The student will apply creative thinking to artmaking.</p> <ul style="list-style-type: none"> <li>a) Communicate ideas, experiences, and narratives through the creation of original works of art, using self-selected media.</li> <li>b) Synthesize prior knowledge and experience to develop a personal investigation by creating a series of works of art.</li> </ul>
<p><b>2</b></p> <p><b>Understand and apply a creative process for developing ideas and artwork.</b></p>	<p>6.2</p> <p>The student will apply steps of a creative process.</p> <ul style="list-style-type: none"> <li>a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including brainstorming, preliminary sketching, planning, reflecting, peer critiquing, refining, and elaborating, to create works of art.</li> <li>b) Explain the relationship between artmaking processes and finished products.</li> </ul>	<p>7.2</p> <p>The student will apply steps of a creative process.</p> <ul style="list-style-type: none"> <li>a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including research to create works of art.</li> <li>b) Use ideas, concepts, and prior knowledge to solve artmaking challenges and create works of art.</li> </ul>	<p>8.2</p> <p>The student will apply steps of a creative process.</p> <ul style="list-style-type: none"> <li>a) Plan for and reflect on the creative process, using a digital or traditional sketchbook/journal.</li> <li>b) Develop and use a digital or traditional art portfolio as an idea-building resource to create works of art.</li> </ul>

## Critical Thinking and Communication

Students analyze art when they describe art works using appropriate vocabulary, classify properties of works in a variety of ways, compare and contrast aspects of art, and recognize properties and characteristics of art works. Students interpret work of self and others for messages and meaning. Evaluating the work of self and others allows students to apply content knowledge and to develop informed responses to artistic works. Students recognize and articulate personal preferences, beliefs, and opinions regarding art. Students examine their opinions, attitudes, and beliefs regarding art, and recognize the value of learning about diverse responses of others.

Collaboration and communication skills for visual arts include working toward a common goal, compromise, sharing responsibility, caring for materials and workspaces, teamwork, active listening for understanding, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

	Grade 6	Grade 7	Grade 8
<p><b>3</b></p> <p><b>Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.</b></p>	<p>6.3</p> <p>The student will analyze, interpret, and evaluate artwork.</p> <ul style="list-style-type: none"> <li>a) Use critical thinking skills when describing, responding to, interpreting, and evaluating works of art.</li> <li>b) Describe ideas and emotions expressed in works of art.</li> <li>c) Identify how visual language communicates meaning.</li> <li>d) Examine the components of an artist’s style, including materials, design, technique, subject matter, and purpose.</li> <li>e) Apply personal criteria to evaluate artwork.</li> </ul>	<p>7.3</p> <p>The student will analyze, interpret, and evaluate artwork.</p> <ul style="list-style-type: none"> <li>a) Identify subjects, themes, and symbols as they relate to meaning in works of art.</li> <li>b) Compare and contrast the processes artists use to create works of art.</li> <li>c) Analyze, interpret, and evaluate works of art, based on personal, cultural, and contextual information.</li> <li>d) Evaluate the work of self and others using developed and established criteria.</li> </ul>	<p>8.3</p> <p>The student will analyze, interpret, and evaluate artwork.</p> <ul style="list-style-type: none"> <li>a) Analyze how visual organization in works of art affects the communication of ideas.</li> <li>b) Analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.</li> <li>c) Communicate how personal experiences influence critical interpretations and evaluations of works of art.</li> <li>d) Formulate a working definition of art.</li> <li>e) Analyze purposes, values, and meanings of works of art.</li> <li>f) Critique personal work and the work of others to refine the quality of technical skill and communication of creative intent.</li> </ul>

<p><b>4</b></p> <p><b>Formulate and justify personal responses to visual arts.</b></p>	<p>6.4</p> <p>The student will formulate, justify, and examine personal responses to art.</p> <ul style="list-style-type: none"> <li>a) Describe how the beliefs and values of a viewer may influence ideas and opinions about works of art.</li> <li>b) Respond to questions about why artists create works of art.</li> <li>c) Describe how works of art can evoke personal sensory, emotional, and aesthetic responses.</li> </ul>	<p>7.4</p> <p>The student will formulate, justify, and examine personal responses to art.</p> <ul style="list-style-type: none"> <li>a) Identify ways that social and cultural beliefs can influence responses to works of art.</li> <li>b) Describe personal responses to visual qualities of works of art.</li> <li>c) Analyze and reflect on the purposes and meaning of art.</li> </ul>	<p>8.4</p> <p>The student will describe and justify personal responses to visual qualities in works of art.</p>
<p><b>5</b></p> <p><b>Apply collaboration and communication skills for visual arts works and processes.</b></p>	<p>6.5</p> <p>The student will develop communication and collaboration skills for a community of artists.</p> <ul style="list-style-type: none"> <li>a) Contribute to class discussions.</li> <li>b) Identify procedures for the safety and care of art materials and tools.</li> </ul>	<p>7.5</p> <p>The student will develop communication and collaboration skills for a community of artists.</p> <ul style="list-style-type: none"> <li>a) Contribute to group discussions about visual arts topics.</li> <li>b) Describe procedures for the safety and care of art materials and tools.</li> </ul>	<p>8.5</p> <p>The student will develop communication and collaboration skills for a community of artists.</p> <ul style="list-style-type: none"> <li>a) Develop visual art topics for group discussions.</li> <li>b) Recognize a variety of contributions to the class community.</li> <li>c) Explain procedures for the safety and care of art materials and tools.</li> </ul>

## History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating art from the perspective of many time periods, people, and places. Students understand that visual arts are integral to communities and cultures. Students identify and interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer. Students identify and understand ethical and legal considerations for engaging with art resources and source materials responsibly.

	Grade 6	Grade 7	Grade 8
<p><b>6</b></p> <p><b>Understand cultural and historical influences of visual arts.</b></p>	<p>6.6</p> <p>The student will explore and understand historical and cultural influences of art.</p> <ul style="list-style-type: none"> <li>a) Explore how the ethnic heritage, culture, and personal identities of artists influence their work.</li> <li>b) Examine the roles of crafts in communities.</li> </ul>	<p>7.6</p> <p>The student will explore and understand historical and cultural influences of art.</p> <ul style="list-style-type: none"> <li>a) Identify styles and themes in historical and contemporary works of art from a variety of cultures.</li> <li>b) Analyze how art and culture influence each other.</li> </ul>	<p>8.6</p> <p>The student will explore and understand historical and cultural influences of art.</p> <ul style="list-style-type: none"> <li>a) Describe how works of art are influenced by social, political, and economic factors.</li> <li>b) Describe how society, politics, and economics may be influenced by art.</li> <li>c) Compare and contrast works of art according to medium, time period, culture, style, and artist.</li> <li>d) Identify contributions and significance of artists in historical and contemporary societies.</li> </ul>
<p><b>7</b></p> <p><b>Understand visual arts as a form of community engagement.</b></p>	<p>6.7</p> <p>The student will describe ways artists contribute to their communities and society through their work.</p>	<p>7.7</p> <p>The student will identify venues for experiencing visual arts in the community and the Commonwealth.</p>	<p>8.7</p> <p>The student will identify visual art resources in the community and the Commonwealth, including but not limited to community art centers, museums, and galleries.</p>

<p><b>8</b></p> <p><b>Identify and understand ethical and legal considerations for engaging with and using resources and source materials.</b></p>	<p>6.8</p> <p>The student will identify and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.</p>	<p>7.8</p> <p>The student will describe and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.</p>	<p>8.8</p> <p>The student will explain and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.</p>
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## Innovation in the Arts

Students understand and explore opportunities to connect visual arts content, processes, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.

	Grade 6	Grade 7	Grade 8
<b>9</b> <b>Connect visual arts skills, content, and processes to career options, college opportunities, and the 21st Century workplace.</b>	6.9 The student will investigate various types of art careers.	7.9 The student will compare and contrast various visual arts careers in relation to career preparation.	8.9 The student will investigate connections between visual arts skills and college, career, and workplace skills.
<b>10</b> <b>Understand and explore the impact of current and emerging technologies in visual arts.</b>	6.10 The student will investigate and explore how to create a narrative using time-based media.	7.10 The student will investigate and explore a variety of contemporary and digital media tools for following the creative process.	8.10 The student will explore digital media for creating and engaging others through their artwork.
<b>11</b> <b>Cultivate authentic connections between visual arts skills, content, and processes with other fields of knowledge to develop problem-solving skills.</b>	6.11 The student will explore cross-curricular connections with art content.	7.11 The student will use ideas, concepts, and cross-curricular knowledge to create original works of art.	8.11 The student will synthesize knowledge from other content areas to connect to visual arts knowledge and processes in order develop solutions to solve a real- world problem.

## Technique and Application

Students will develop skills and techniques for multiple means of expression in visual arts. Students will explore and develop ideas and skills for a variety of media, subject matter, styles, and techniques for visual communication and creative expression.

	Grade 6	Grade 7	Grade 8
<p><b>12</b></p> <p><b>Explore, select, and understand how elements of art and principles of design allow artists to communicate meaning and messages in artwork.</b></p>	<p>6.12</p> <p>The student will use elements of art and principles of design to express meaning in works of art.</p> <ul style="list-style-type: none"> <li>a) Color—relationships.</li> <li>b) Line—variation, implied.</li> <li>c) Texture—visual, tactile.</li> <li>d) Value—gradation.</li> <li>e) Proportion—realistic, distorted.</li> </ul>	<p>7.12</p> <p>The student will use elements of art and principles of design to express meaning in works of art:</p> <ul style="list-style-type: none"> <li>a) Color—harmonious chromatic relationships.</li> <li>b) Line—contrast, gradation.</li> <li>c) Space—positive, negative.</li> <li>d) Emphasis—focal point, dominance.</li> <li>e) Proportion—actual, exaggerated.</li> </ul>	<p>8.12</p> <p>The student will use elements of art and principles of design to express meaning.</p> <ul style="list-style-type: none"> <li>a) Color—contrasting relationships.</li> <li>b) Value—shading.</li> <li>c) Proportion—scale, ratio relationships.</li> <li>d) Unity—harmony.</li> <li>e) Variety.</li> </ul>
<p><b>13</b></p> <p><b>Understand the components of and how to arrange a composition.</b></p>	<p>6.13</p> <p>The student will use a variety of perspective techniques to create the illusion of space in works of art.</p>	<p>7.13</p> <p>The student will use a variety of compositional techniques, including perspective, to create the illusion of space within the picture plane.</p>	<p>8.13</p> <p>The student will combine a variety of compositional techniques to create the illusion of space within the picture plane.</p>
<p><b>14</b></p> <p><b>Experience a variety of drawing methods and media.</b></p>	<p>6.14</p> <p>The student will apply a variety of techniques including gesture and continuous line in observational drawings.</p>	<p>7.14</p> <p>The student will apply a variety of techniques in observational and expressive drawing.</p>	<p>8.14</p> <p>The student will use observational and expressive drawing techniques to demonstrate multiple viewpoints (e.g., above, below, front, back).</p>

<p><b>15</b></p> <p><b>Learn to use various media and techniques for artmaking with increasing skill and care.</b></p>	<p>6.15</p> <p>The student will exercise increasing skill and control in the use of media and techniques.</p>	<p>7.15</p> <p>The student will refine media techniques to demonstrate developing technical skill.</p>	<p>8.15</p> <p>The student will refine personal works of art to improve quality of craftsmanship.</p>
<p><b>16</b></p> <p><b>Working in three-dimensional concepts and media.</b></p>	<p>6.16</p> <p>The student will use modeling, assembling, or carving to create three-dimensional works of art.</p>	<p>7.16</p> <p>The student will create three-dimensional works of art, using various processes to include clay hand-building techniques.</p>	<p>8.16</p> <p>The student will create three-dimensional works of art by combining a variety of techniques and processes.</p>
<p><b>17</b></p> <p><b>Work with various subjects and themes.</b></p>	<p>6.17</p> <p>The student will create artworks from a variety of subject matter.</p>	<p>7.17</p> <p>The student will create and respond to representation and nonrepresentational artwork.</p>	<p>8.17</p> <p>The student will explore abstraction of subject matter.</p>