

**DUSD Art Benchmarks
7th Grade**

Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CR.1.7a	Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates' work, etc.).	Students will demonstrate problem-solving skills by providing a step-by-step approach to specific issues in class projects. Allow time for peer review and critique. Teach students how to state a problem, and how to state a resolution to the problem.
VA.CR.1.7	Develop criteria (such as identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.	Students will set independent goals for the specific outcome of a work of art. They will define the necessary components, and implement them.
VA.CR.2.7a	Demonstrate persistence in developing skills with various materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in creating works of art or design.	Students will demonstrate ability to independently choose successful ways to show the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images. Students will independently choose specific materials and approaches to art making for an intended purpose. Teacher will introduce artists (ex. - Ai Weiwei, Christo and Jean-Claude, etc.) who deal with contemporary issues, and allow students to create art based off social issues that they find relevant.
VA.CR.2.7b	Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Students will produce creative works that demonstrate innovation, in concept, formal language, and/or materials. Students will practice correct digital citizenship, while learning the rules of copyright law.
VA.CR.2.7c	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	Students will refine personal works of art to improve quality of craftsmanship. Communicate ideas, experiences, and narratives through the creation of original works of art, using selected media. Independently make ethical decisions in art making.
VA.CR.3.7	Reflect on and explain important information about personal artwork in an artist statement or another format (such as essay, story, or poem)	Using art specific vocabulary, students will create an artist statement which reflects the personal choices and intended meaning behind a specific work of art.
Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret , and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.PR.4.7a	Compare how technologies have changed the way artwork is presented and experienced (such as audio tours, interactive screens, digital projections, virtual tours, etc.). Develop and apply criteria for evaluating a collection of artwork for presentation (such as grouping strategies, consideration of eye level, measuring, etc.).	Students can compare and contrast how technology has changed the way artwork is presented and experienced over time. Students can discuss innovations like audio tours, interactive screens, digital projections, and even take a virtual tour of a museum. Students will also develop and apply criteria for evaluating a collection of artwork for presentation. (This can build off the art selection priority map/checklist students have created in previous years.)
VA.PR.5.7a	Based on criteria (such as visual similarities, media, unity of subject matter, etc.) analyze and evaluate methods for preparing and presenting artworks in an exhibition (such as a collection of postcard reproductions, student artwork, objects of visual culture, etc.).	Students can analyze and evaluate methods for preparing and presenting artworks in an exhibition based on the criteria they have selected in their art selection priority map/checklist. Students will then be able to curating a small showcase.
VA.PR.6.7a	Analyze how preservation and security measures can affect viewing and experiencing art.	Students can analyze how preservation and security measures can affect viewing and experiencing art. (The theft and return of the Mona Lisa would be a great example. Viewing a painting up close in person vs. from a distance behind bulletproof glass.)

Responding
Anchor Standard #7- Perceive and analyze artistic work.
Anchor Standard #8- Interpret intent and meaning in artistic work.
Anchor Standard #9- Apply criteria to evaluate artistic work.

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VA.RE.7.7a	Explain how the location of artworks/artifacts (such as katsinas in museums or in ceremonial sites) influence how they are perceived and valued.	Students will communicate how location and culture can influence critical interpretations and value of works of art.
VA.RE.7.7b	Analyze multiple ways that images influence specific audiences (flags at the opening ceremony of the Olympic Games, athletic logos at sporting events, costumes at a sci-fi convention, etc.).	Students will view multiple works of art and discuss the ways in which each has the ability to influence a thought or idea.
VA.RE.8.7	Cite specific evidence from an artwork (such as subject matter, media, elements and principles of modern art, artistic norms of diverse cultures, social issues in contemporary art, etc.) and relevant evidence from the context (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that	Students will use specific evidence in order to support their interpretation of a work of art. Students will use inquiry skills, knowledge of art criticism, elements of design, cultural differences, and contextual cues.
VA.RE.9.7	Compare and explain the difference between an evaluation of an artwork based on articulated personal criteria and an evaluation of an artwork based on a set of criteria established by art specialists (curators, art historians, critics, reviewers, and other artists).	Students will identify and investigate ways that works of art can be evaluated and criticized based off different criteria.

Connecting
Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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VA.CN.10.7a	Make art inspired by community art and/or by art made by local artists.	Students can create an art piece inspired by community art and/or a local artist. Students can then write a student statement that outlines the connections they made in the artwork they were inspired by and their own art.
VA.CN.11.7a	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, (such as American folk portraits made for everyday people prior to the invention of the photographic process, or Stonehenge being built with massive stones from far away) and cultural uses (such as expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries, etc.).	Students can analyze how the response to art is influenced by understanding the time and place in which it was created. Students can infer information about time, place, and culture in which a work of art was created then research the artwork in question. Finally students can create a diagram or write a Art History statement documenting their thought process pre and post research.