

**DUSD Art Benchmarks  
8th Grade**

| <b>Creating</b><br><b>Anchor Standard #1- Generate and conceptualize artistic ideas and work</b><br><b>Anchor Standard #2- Organize and Develop artistic ideas and work</b><br><b>Anchor Standard #3- Refine and complete artistic work</b>   |  |  |
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| Standard #  | Standard   | Learning Objectives (What specifically does this look like for our students in Dysart?)  |
| VA.CR.1.8a  | Document early stages of the creative process with images or words in traditional or new media (such as a sketchbook/journal, digital recordkeeping, etc.).  | Provide students with examples of artists with famous sketchbooks for the purpose of explaining their importance. Examples may include; Leonardo da Vinci, Georgia O'Keeffe, Henry Moore, etc. Students will use a sketchbook (or folded paper) to create a start to finish work of art. Sketchbook must include; recorded memories, ideas, and observations, drawings, notes, and a cohesive start to finish plan.  |
| VA.CR.1.8   | Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.   | Students will work together in groups or pairs to investigate an aspect of contemporary life, using contemporary methods/approaches (ex-multi-sensory experiences, juxtaposition, appropriation, etc.) (Olivia Gude is a great resource for contemporary skills)   |
| VA.CR.2.8a  | Take risks to pursue ideas, themes, meanings, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) that emerge in the process of art making or designing. | 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.- Kehinde Wiley, Louise Bourgeois, etc.) who deal with contemporary issues, and allow students to create art based off social issues which they find relevant. |
| VA.CR.2.8b  | Use tools, materials, and processes purposefully and demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of art and design.                                    | Students will understand and demonstrate respect for work spaces and cleaning of a variety of different materials. Students will practice correct digital citizenship, while learning the rules of copyright law. 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.2.8c  | Select, organize, and design images and words to make visually clear and compelling presentations.   | Students will plan for and reflect on the art-making process in order to visually convey a message or idea.  |
| VA.CR.3.8   | Apply relevant criteria (such as craftsmanship, originality, well organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.   | Students will, reflect on and alter necessary visual qualities in works of art based off of areas of needed improvement.   |
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| <b>Performing/ Presenting/ Producing</b><br><b>Anchor Standard #4- Analyze, interpret , and select artistic work for presentation.</b><br><b>Anchor Standard #5- Develop and refine artistic work for presentation.</b><br><b>Anchor Standard #6- Convey meaning through the presentation of artistic work.</b> |  |  |
| Standard #  | Standard   | Learning Objectives (What specifically does this look like for our students in Dysart?)  |
| VA.PR.4.8a  | Develop and apply criteria for evaluating a collection of artwork for presentation (such as grouping strategies, consideration of eye level, measuring, etc.).   | Students can develop and apply criteria for evaluating a collection of artwork for presentation. (This will build off the art selection priority map/checklist they have created and used in previous years.)  |
| VA.PR.5.8a  | Collaboratively prepare and present selected theme-based (such as joy, celebration, protest, environment, etc.) artwork for display, and formulate exhibition narratives (such as text panel, video introduction, docent talk, etc.) for the viewer.                       | Students can collaboratively prepare and present a selected theme-based artworks for display, and formulate exhibition narratives for the viewer, by creating a small showcase with an gallerist statement.  |
| VA.PR.6.8a  | Analyze how the choice of what art or design to preserve reflects the values of the community.   | Students can analyze and discuss how the choice of what art or designs are preserve reflects the values of the community.  |
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| <b>Responding</b><br><b>Anchor Standard #7- Perceive and analyze artistic work.</b><br><b>Anchor Standard #8- Interpret intent and meaning in artistic work.</b><br><b>Anchor Standard #9- Apply criteria to evaluate artistic work.</b>  |  |  |

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| VA.RE.7.8a  | Explain how artists' choices of visual characteristics (such as elements and principles in Western art or other culture's visual traditions) are influenced by the culture and environment in which they live.   | Students will understand that visual characteristics differ from culture to culture. Compare and contrast personal experiences with the life experiences depicted in works of art from other cultures.  |
| VA.RE.7.8b  | Compare and contrast contexts (such as video games, music concerts, pow wows, etc.) in which viewers encounter images that influence ideas, emotions, and actions.   | Students will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art. Describe ways that social and cultural beliefs can influence responses to works of art.   |
| VA.RE.8.8   | Create a convincing and logical argument to support an evaluation of art by citing both evidence visible in the artwork (a primary source) and published verbal information (either primary or secondary source(s)) about the artwork or about the artist who made it. | Students will analyze, describe, and justify their interpretation of a work of art after completing a thorough investigation on the work. Students will independently research the topic of art, including facts from primary sources (as close to the original source. Ex.-the artist), and/or secondary sources (analyzed or interpreted by someone close to the artist. Ex.-Journal article, documentaries, etc.). |
| VA.RE.9.8   | Create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources.   | Students will select a preferred work of art and defend the selection using facts researched, from both primary and secondary sources.  |
| <b>Connecting</b><br><b>Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.</b><br><b>Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> |  |   |
| <b>Standard #</b>   | <b>Standard</b>  | <b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>  |
| VA.CN.10.8a   | Make art collaboratively to reflect on and reinforce positive aspects of group identity.   | Students can create a collaborative piece of art to reflect on and reinforce positive aspects of group identity. Students can then reflect on the process they used to make connections with their classmates.  |
| VA.CN.11.8a   | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (such as examining the art related to musical groups, international costumes, sports teams, special-interest clubs, etc.).                                       | Students can distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. After collaborating on a piece of artwork students can then present their art and the positive traits their group shared in an informal oral art critique or a written art statement.   |
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