

Curriculum Benchmarks

Grades 5-8

Fine Arts Strand 1: Art

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Fine Arts, Language Arts, Mathematics, Science, and Social Studies for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain suggestions for classroom assessments and suggestions for strategies/activities.

The grade level benchmarks are intended to support local curriculum work; they are not intended to replace local curriculum work.

Benchmarks and Model Curriculum are based on the 2001 Arkansas Fine Arts Curriculum Frameworks.

Arkansas Department of Education 2002

Arkansas Fine Arts Curriculum Benchmarks 5-8

STRAND 1: ART

CONTENT STANDARD 1: Inquire/Explore/Discover

Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.

Student Learning Expectations	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
A.1.1. Further investigate the language of art including, but not limited to, the elements and principles of design.	Students will review the language of art.	Students will define the language of art.	Students will understand the language of art in reproductions of art work.	Students will explore the language of art through personal art work.
A.1.2. Examine and identify how art tools, materials, and processes communicate ideas and meanings.	Students will discover the relationship between art tools, materials, and processes.	Students will examine and identify the tools necessary for each process that they use.	Students will examine and identify materials appropriate for each process that can best communicate an idea.	Students will use art tools, materials, and processes in various ways to communicate ideas and feelings.
A.1.3. Research and discuss diverse cultures, styles, and periods of art.	Students will discover and identify <i>culture</i> .	Students will discover and identify <i>style</i> .	Students will recognize ancient/old masters/modern periods in art.	Students will review time periods in art.
A.1.4. Gain creative insight through personal observations and reactions to life experiences.	Students will discover the use of personal observations as a source for ideas.	Students will acknowledge how their art can reflect their own lives.	Students will explore using personal reactions to an event as a source of/for ideas.	Students will use personal reactions to an event as a source of ideas.
A.1.5. Research how artists express life experiences through their art work.	Students will view art and discuss how it reflects life, values and insight of artists.	Students will discover how artists use social commentary in their art work.	Students will research the life and work an artist.	Students will discover how artists use personal references in their art work.

Student Learning Expectations	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
A.1.6. Discover career opportunities that directly or indirectly relate to visual art.	Students will discover career opportunities for artists.	Students will discuss career choices that relate to art.	Students will list and identify career opportunities relating to art.	Students will break down the different areas of design that require an artist.
A.1.7. Recognize the rationale for responsible safety precautions within the visual arts environment.	Students will recognize the rationale for safety precautions.	Students will recognize the rationale for responsible safety precautions.	Students will recognize the rationale for responsible safety precautions.	Students will recognize the rationale for responsible safety precautions.
A.1.8. Examine how physical environments affect choices made by artists.	Students will identify artists who are influenced by their physical environments.	Students will study the environment in which a specific artist lived and worked.	Students will examine how physical environments affect the choices they make as an artist.	Students will examine how physical environments affect the choices they make as an artist.
A.1.9. Discover relationships among the arts, technology, environments, and other disciplines.	Students will discover relationships among the different areas of crafts.	Students will discover relationships among the arts and sciences.	Students will discover relationships among the arts and computers.	Students will discover relationships between art and technology.
A.1.10. Discover relevant community issues as creative resources through interviewing, personal observation, and/or research.	Students will identify relevant community issues as creative resources.	Students will discover relevant community issues as creative resources through interviewing.	Students will discover relevant community issues as creative resources through research.	Students will identify a community issues and create a drawing in response to that issue.

A.1.11. Engage in group problem-solving activities (e.g., brainstorming, generating ideas, discussion, and research).	Students will engage in group problem-solving activities through brainstorming.	Students will engage in group problem-solving activities through discussion.	Students will engage in group problem-solving activities through research.	Students will engage in group problem-solving activities through a group project.
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STRAND 1: ART

CONTENT STANDARD 2: Create

Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and design.

Student Learning Expectations	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
A.2.1. Utilize a variety of art media, tools/technology, and processes, both two-and-three dimensional, to communicate ideas and feelings to achieve artistic solutions.	Students will communicate ideas and feelings in a painting through choice of media.	Students will use a variety of art materials to achieve different effects in their artwork.	Students will communicate ideas and feelings through use of media.	Students will communicate ideas and feelings through a print.
A.2.2. Create art work using the elements and principles of design to express thoughts and experiences.	Students will study elements and principles of design.	Students will study elements and principles of design.	Students will study elements and principles of design.	Students will study elements and principles of design.
A.2.3. Produce artwork that involves problem solving as evidenced through practice, drafts, sketches and/or models.	Students will explore ideas through thumbnail sketches and examining photos, pictures and real objects.	Students will create a certain number of sketches as a basis for their art and as evidence of problem solving.	Student will produce art involving problem solving.	Students will produce art involving problem-solving techniques.

Student Learning Expectations	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
A.2.4. Use community issues to stimulate the production of art work which promotes dialogue.	Students will create works of art informed by community issues.	Students will create a work of art stimulated by community issues.	Students will create a work of art stimulated by community issues.	Students will create an artwork that communicates a message regarding a community issue.
A.2.5. Demonstrate consistent and responsible use of tools/technology and materials to produce art works that may include, but are not limited to, painting, drawing, printmaking, sculpture, clay/ceramics, architecture, graphic design, fiber arts, and digital imagery.	Students will explore responsible use of tools and materials.	Students will demonstrate the proper care and use of classroom art materials.	Students will explore responsible use of painting tools and materials.	Student will learn to take care of art tools and media.
A.2.6. Create artwork based on personal observations and reactions to life experiences.	Students will discuss how art reflects what we see, know, feel and imagine.	Students will create artwork that reflects personal life experience or observation.	Students will use personal experiences for inspiration of artwork.	Students will create a work of art from a personal event.
A.2.7. Produce art work which displays knowledge of diverse cultures, styles, and periods of art.	Students will display knowledge of diverse cultures.	Students will display knowledge of artistic style.	Students will display knowledge of periods of art.	Students will display knowledge of styles and periods of art.
A.2.8. Use group interaction in the process of art production.	Students will use group interaction to create a work of art.	Students will use information and ideas generated in group discussion as a basis for art production.	Students will experience working in groups.	Students will work in a group to complete artwork.

STRAND 1: ART**CONTENT STANDARD 3: Reflect/Respond/Rediscover**

Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of environments, and of diverse cultures.

Student Learning Expectations	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
A.3.1. Examine and reflect on a range of subject matter, symbols, and/or ideas used in creating art works.	Students will view various fine art pieces and discuss how each artist presented a theme, symbol or idea.	Students will identify the attributes of a portrait.	Students will discuss symbols used by different cultures.	Students will discuss and select an idea for subject matter.
A.3.2. Develop student-generated rubrics, checklists, questionnaires, tests, or other forms of assessment.	Students will discuss the importance of evaluating their own work.	Students will discuss questions that would help identify a style of art.	Students will assess forms of assessment.	Students will create a rubric to be used in classroom assessment.
A.3.3. Engage in aesthetic discussion and apply knowledge when observing works of art.	Students will discuss the meaning of aesthetics.	Students will use the appropriate art vocabulary when discussing the aesthetic value of art.	Students will apply aesthetic reasoning to a piece of art work.	Students will apply aesthetic reasoning to a piece of art work.
A.3.4. Participate in the process of exhibiting student art work (plan, select, promote, install, and attend).	Students will discuss various places art work is exhibited.	Students will discuss the difference between an art exhibition and an art competition.	Students will review the art exhibition process.	Students will discuss and prepare a piece of art work for exhibition.

Student Learning Expectations	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
A.3.5. Develop a portfolio which includes periodic assessment (e.g., self - assessment, peer critique, teacher interview, checklist, essay, etc.).	Students will discuss the value of collecting and keeping their art work.	Students will review ways to make critical judgments about their art work.	Students will organize a portfolio of work.	Students will keep works of art in a portfolio.
A.3.6. Determine and justify why artists make certain design choices.	Students will discuss different artists' styles and choices the artists make in their work.	Students will discuss design choices that are appropriate for a weaving.	Students will discuss why artists make different design choices.	Students will discuss design choices that are appropriate for a piece of art work.
A.3.7. Determine/project ways art may envision the future.	Students will examine what might influence art and design in the future.	Students will examine what might influence fashion in the future.	Students will create artwork that shows how art reflects the future.	Students will examine how art will influence technology in the future.
A.3.8. Discuss and evaluate connections between the visual arts and other disciplines (e.g., in math: 3-D forms, symmetry, patterns).	Students will discuss the connections between the visual arts and math.	Students will discuss the connections between the visual arts and science.	Students will discuss the connections between the visual arts, literature and writing.	Students will discuss the connections between the visual arts and history.
A.3.9. Evaluate the importance of art history and heritage.	Students will explore their personal heritage through interviews with family members.	Students will select and research art work produced by an artist of a specific era.	Students will select and research an artist from a specific time period.	Students will select and research art work produced by a different culture.