


VISUAL ARTS 7-8 Grades

STANDARDS	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Strand: CREATE	1	2	3	4
	General guidelines for secondary students reflect an inability or lack of understanding when the task cannot be performed or understood 50% of the time.	General guidelines for secondary students reflect an inconsistent ability or understanding when the task can be performed or understood less than 80% of the time but greater than 50% of the time.	General guidelines for secondary students reflect a consistent ability or understanding when the task can be performed or understood 80% of the time.	Student exceeds expectation by utilizing in-depth inferences and applications of the standard(s) that extend beyond what was taught
Standard 7–8.V.CR.1: Apply methods to overcome creative blocks.	<u>Student does not</u> apply methods to overcome creative blocks.	<u>Student does not consistently</u> apply methods to overcome creative blocks.	<u>Student can</u> apply methods to overcome creative blocks.	<u>Student excels</u> in applying methods to overcome creative blocks.
Standard 7–8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.	<u>Student does not</u> document early stages of the creative process visually and/or verbally in traditional or new media.	<u>Student does not consistently</u> document early stages of the creative process visually and/or verbally in traditional or new media.	<u>Student can</u> document early stages of the creative process visually and/or verbally in traditional or new media.	<u>Student excels</u> in documenting early stages of the creative process visually and/or verbally in traditional or new media.
Standard 7–8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.	<u>Student does not</u> develop criteria to guide making a work of art or design to meet an identified goal.	<u>Student does not consistently</u> develop criteria to guide making a work of art or design to meet an identified goal.	<u>Student can</u> develop criteria to guide making a work of art or design to meet an identified goal.	<u>Student excels</u> in developing criteria to guide making a work of art or design to meet an identified goal.
Standard 7–8.V.CR.4: Collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.	<u>Student does not</u> collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.	<u>Student does not consistently</u> collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.	<u>Student can</u> collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.	<u>Student excels</u> in collaboratively shaping an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.

<p>Standard 7–8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>	<p><u>Student does not</u> demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>	<p><u>Student does not consistently</u> demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>	<p><u>Student can</u> demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>	<p><u>Student excels in</u> demonstrating persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>
<p>Standard 7–8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Student does not</u> demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Student does not consistently</u> demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Student can</u> demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Student excels in</u> demonstrating willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>
<p>Standard 7–8.V.CR.7: 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.</p>	<p><u>Student does not</u> 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.</p>	<p><u>Student does not consistently</u> 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.</p>	<p><u>Student can</u> 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.</p>	<p><u>Student excels in</u> demonstrating 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.</p>
<p>Standard 7–8.V.CR.8: 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.</p>	<p><u>Student does not</u> 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.</p>	<p><u>Student does not consistently</u> 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.</p>	<p><u>Student can</u> 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.</p>	<p><u>Student excels in</u> demonstrating 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.</p>

Standard 7–8.V.CR.9: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	<u>Student does not</u> apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	<u>Student does not consistently</u> apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	<u>Student can</u> apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	<u>Student excels</u> in applying visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
Standard 7–8.V.CR.10: Select, organize, and design images and words to make visually clear and compelling presentations.	<u>Student does not</u> select, organize, and design images and words to make visually clear and compelling presentations.	<u>Student does not consistently</u> select, organize, and design images and words to make visually clear and compelling presentations.	<u>Student can</u> select, organize, and design images and words to make visually clear and compelling presentations.	<u>Student excels</u> in selecting, organizing, and designing images and words to make visually clear and compelling presentations.
Standard 7–8.V.CR.11: Reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	<u>Student does not</u> reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	<u>Student does not consistently</u> reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	<u>Student can</u> reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	<u>Student excels</u> in reflecting on and explaining important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
Strand: PRESENT	1	2	3	4
Standard 7–8.V.P.1: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	<u>Student does not</u> compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	<u>Student does not consistently</u> compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	<u>Student can</u> compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	<u>Student excels</u> in comparing and contrasting how technologies have changed the way artwork is preserved, presented, and experienced.

<p>Standard 7–8.V.P.2: Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Student does not</u> develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Student does not consistently</u> develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Student can</u> develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Student excels</u> in developing and applying criteria for evaluating a collection of artwork for presentation.</p>
<p>Standard 7–8.V.P.3: Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.</p>	<p><u>Student does not</u> develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.</p>	<p><u>Student does not consistently</u> develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.</p>	<p><u>Student can</u> develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.</p>	<p><u>Student excels</u> in developing skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.</p>
<p>Standard 7–8.V.P.4: Express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>	<p><u>Student does not</u> express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>	<p><u>Student does not consistently</u> express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>	<p><u>Student can</u> express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>	<p><u>Student excels</u> in expressing meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>
<p>Strand: RESPOND</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>

<p>Standard 7–8.V.R.1: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>	<p><u>Student does not</u> explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>	<p><u>Student does not consistently</u> explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>	<p><u>Student can</u> explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>	<p><u>Student excels</u> in explaining how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>
<p>Standard 7–8.V.R.2: Explain how a person’s aesthetic choices are influenced by culture and environment.</p>	<p><u>Student does not</u> explain how a person’s aesthetic choices are influenced by culture and environment.</p>	<p><u>Student does not consistently</u> explain how a person’s aesthetic choices are influenced by culture and environment.</p>	<p><u>Student can</u> explain how a person’s aesthetic choices are influenced by culture and environment.</p>	<p><u>Student excels</u> in explaining how a person’s aesthetic choices are influenced by culture and environment.</p>
<p>Standard 7–8.V.R.3: Analyze multiple ways that images influence specific audience.</p>	<p><u>Student does not</u> analyze multiple ways that images influence specific audience.</p>	<p><u>Student does not consistently</u> analyze multiple ways that images influence specific audience.</p>	<p><u>Student can</u> analyze multiple ways that images influence specific audience.</p>	<p><u>Student excels</u> in analyzing multiple ways that images influence specific audience.</p>
<p>Standard 7–8.V.R.4: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>	<p><u>Student does not</u> compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>	<p><u>Student does not consistently</u> compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>	<p><u>Student can</u> compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>	<p><u>Student excels</u> in comparing and contrasting contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>
<p>Standard 7–8.V.R.5: Interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p>	<p><u>Student does not</u> interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p>	<p><u>Student does not consistently</u> interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p>	<p><u>Student can</u> interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p>	<p><u>Student excels</u> in interpreting intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.</p>

<p>Standard 7–8.V.R.6: Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.</p>	<p>apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.</p>	<p><u>Student does not consistently</u> apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.</p>	<p><u>Student can</u> apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.</p>	<p><u>Student excels</u> in applying criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of</p>
<p>Strand: CONNECT</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Standard 7–8.V.CO.1: Individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>	<p><u>Student does not</u> individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>	<p><u>Student does not consistently</u> individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>	<p><u>Student can</u> individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>	<p><u>Student excels</u> in individually or collaboratively, creating visual documentation of places and times in which people gather to make and experience art or design in</p>
<p>Standard 7–8.V.CO.2: Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	<p><u>Student does not</u> make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	<p><u>Student does not consistently</u> make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	<p><u>Student can</u> make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	<p><u>Student excels</u> in making art collaboratively to reflect on and reinforce positive aspects of group identity.</p>
<p>Standard 7–8.V.CO.3: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	<p><u>Student does not</u> analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	<p><u>Student does not consistently</u> analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	<p><u>Student can</u> analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	<p><u>Student excels</u> in analyzing how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>

Standard 7–8.V.CO.4: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	<u>Student does not</u> distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	<u>Student does not consistently</u> distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	<u>Student can</u> distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	<u>Student excels in</u> distinguishing different ways art is used to represent, establish, reinforce, and reflect group identity.
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