Rhode Island Arts

Visual Arts & Design: Grades 7, 8

Adopted 2010

Creative Processes – Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.

VAD1 (7-8)-1. Students demonstrate knowledge and application of Visual Art and Design concepts by… VAD1 (7-8)-1

a. applying VAD concepts for intended purposes and analyzing the effects: line, shape, form, texture, space (positive/negative), color schemes/groups, color properties (hue, value, intensity), organization of visual compositions, emphasis/focal point, pattern, repetition, balance (symmetrical/asymmetrical), contrast, rhythm, proportion, and movement

b. generating, applying, and revising strategies and techniques to address artistic problems

c. using observation to develop a visual representation of a variety of shapes, with basic proportionality and limited perspective

d. documenting and analyzing personal progress through a portfolio of self-created art work identifying strengths and weaknesses

VAD1 (7-8)-2. Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design by… VAD1 (7-8)-2

a. selecting and analyzing a variety of media, tools, techniques, and processes in creating two- and three-dimensional works of art and design (e.g., mixed media, collage, photomontage)

b. demonstrating knowledge of vocabulary of media, techniques, and processes (e.g., mixed media, collage, photomontage)

Cultural Contexts – Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.

VAD2 (7-8)-1. Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts by… VAD2 (7-8)-1

a. analyzing a variety of purposes for making visual art and design (e.g., telling a story; communicating ideas, personal beliefs, and emotions; creating functional objects; making political and social commentary)

b. analyzing the connections between Visual Arts and Design and other disciplines (e.g., the relationship between music and visual arts and design concepts such as color and repetition)

Skip to main content

c. Analyzing the roles of the arts and artists in times of conflict and harmony to express disapproval and unity

d. describing at least two different artistic careers and the education required

e. comparing and contrasting specific qualities about the visual arts and design in two cultures and time periods

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Communication – Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.

VAD3 (7-8)-1. Students demonstrate the ability to communicate in the language of Visual Art and Design by... `VAD3 (7-8)-1`

a. analyzing and applying media, techniques, processes, and visual arts and design concepts to convey specific feelings, ideas, or meanings

b. creating a unique solution for a visual art or design problem (e.g., designing a percussion instrument that makes several sounds)

c. analyzing how artists and designers use natural forms to inspire representations of ideas (e.g., how architects reference local landscape in architectural design)

d. evaluating the symbolic representations of their own works of art or design referencing a particular historic and contemporary art work

VAD3 (7-8)-2. Students demonstrate the ability to extract meaning from works of art by... `VAD3 (7-8)-2`

a. interpreting subject matter, symbols and ideas in works of art or design

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Aesthetic – Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.

VAD4 (7-8)-1. Students reflect upon, analyze and evaluate the work of self and others by... `VAD4 (7-8)-1`

a. describing subject matter, media, techniques, processes, craftsmanship, and basic visual arts concepts seen in a work of art or design

b. interpreting and evaluating one visual art or design work based on analysis of description and when and by whom the work was done

c. analyzing creative elements in the work

d. asking questions about other's artwork relating to subject matter, media, and visual arts concepts and about when and where the work of art or design was created (e.g., From which region in the world was the artist?)

e. contributing in individual or group discussions about work in which the student gives and receives constructive criticism

f. analyzing own work for creativity, quality of craftsmanship, effective use of visual arts and design concepts, and choice of subject matter based on the analysis of exemplar works of art or design