



2020 Visual Arts Standards of Learning



Instructional Guide

Grades 6-8

Visual Arts I-IV

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Introduction

The Visual Arts Instructional Guide for Grades 6-8 and I-IV, a companion document to the [2020 Visual Arts Standards of Learning](#), amplifies the Standards by defining the core knowledge and skills in practice, supporting teachers and their instruction. Instructional supports are accessible on the [fine arts instruction page of the VDOE website](#) and support the decisions local school divisions must make concerning local curriculum development and how best to help students meet the goals of the standards. The local curriculum should include a variety of information sources, readings, learning experiences, and forms of assessment to create a rigorous instructional program.

The Instructional Guide is divided into sub-sections for each strand: Understanding the Strand, Standards, Concepts, Supporting Questions, Student Look-fors, Assessment Strategies, Content Connections, and Instructional Supports. The purpose of each section is explained below.

Understanding the Strand

The [Visual Arts Standards of Learning](#) are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, they are integrated throughout visual arts instruction, regardless of the learning experience.

Standards

All Standards can be viewed by strand in the Visual Arts SOL Progression Charts for [Middle](#) and [High School](#).

Concepts

This section outlines concepts that transcend grade levels and weave through K through 12 programs as appropriate at each level. Each numbered standard in grades K-12 relate to the corresponding concept. The concepts are listed in this section of the Instructional Guide for each strand.

Supporting Questions

Supporting questions frame student inquiry and promote students' critical thinking. They serve as a focal point around which students investigate and explore a topic. Supporting questions can guide student research, discussions, and problem-solving efforts throughout a lesson or unit. Good supporting questions are open-ended, challenging, age-appropriate, and relevant to real-world issues. Supporting questions engage students in using critical thinking to examine and explore multiple perspectives. These questions do not have definitive answers.

Skills in Practice

Skills in Practice are sample learning experiences that a teacher could expand on to facilitate the achievement of concepts of the SOL in the strand. Skills in practice could relate to one or multiple concepts of the strand. If standards are the *what*, then Skills in Practice are the *how*. The learning activities in this section are designed and curated by experienced Virginia teachers. Curriculum writers and teachers could use these strategies to plan instruction and deepen their understanding of broader unit and course objectives. ***This is not meant to be an exhaustive list of applicable strategies.***

Student Look-fors

Student look-fors represent observable measures of student success. They answer the question: What will a teacher see from students when they are successfully meeting learning objectives based on standards? Look-fors could be used to assist educators in developing assessments of learning throughout the year.

Assessment Strategies

For each strand, examples of formative and summative assessments are listed. Strategies listed for each strand can assist educators in developing ways to assess student learning of the concepts and skills in the strand. In practice, skills based on standards from different strands should be integrated throughout instruction and in assessment.

- **Diagnostic assessment**, a form of pre-assessment given prior to instruction, helps identify the level of student skills and knowledge, provides a starting point for designing instruction, and helps teachers identify long- and short-term plans. Diagnostic assessment also provides teachers with baseline measures for each student, allowing the measurement of student growth.
- **Formative assessments** are used informally and continuously during instruction to monitor student progress and learning. Teachers use formative assessments to identify learning gaps, adjust for differentiation, solicit and provide quick, actionable feedback, refine instructional practice, and involve students in decision-making about their learning. Students can learn about their strengths and weaknesses and address their development toward learning targets. Formative assessments may or may not be graded and are generally low-stakes assignments that bridge to larger summative assessments.
- The purpose of **summative assessments** is to evaluate a student's understanding of skills, knowledge, and techniques in a definitive way at the end of a unit. They are the final evidence of student learning and determine the extent to which students have mastered skills and met the stated learning objectives. Teachers utilize summative assessments to:
 - Communicate to students and parents how well a student has met a learning goal.
 - Measure and reflect on instructional effectiveness, adjusting if necessary.
 - Provide the teacher with data that will help guide future instruction.

Content Connections

Potential connections across disciplines are described by theme, with related standards listed for each content area. Teachers can build off the instructional strategies to design learning experiences that meet high standards in multiple disciplines. Students meet cross-curricular learning objectives when they explore connections between disciplines to gain deeper learning in each content area.

Instructional Supports

Instructional supports listed in this section include instructional plans, support materials, and national and state instructional materials. Additional instructional supports are available on the [Visual Arts Instructional Resources page of the VDOE website](#).

- The VDOE fine arts program has created a resource called [Key Features of Effective Lesson and Unit Plans](#). This resource is intended to be used by educators, school, and division leadership to evaluate instructional materials for quality. When lesson plans, unit plans, and other instructional activities are from outside sources, division staff and educators may use and adapt these key features to evaluate the materials. In addition, these key features can be used as a guide for locally developed instructional materials that support the curriculum.
- The [Visual Arts Teacher Observations](#) resource supports school and division administrators in observations and coaching conversations for visual arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the 2020 Fine Arts *Standards of Learning*. Instructional strategies listed in this resource do not encompass what could be seen in a single observation session. Instead, the observer would see these characteristics over time. The strategies in this list can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning community. It could also be a tool for teacher self-reflection. The Visual Arts Teacher Observations resource **is not meant to be evaluative**; therefore, school divisions should employ their evaluation systems for formal evaluation purposes.

Creative Process

Understanding the Strand

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision as an artist.

Standards

[Creative Process - Visual Arts Grades 6-8](#)
[Creative Process - Visual Arts I-IV](#)

Concepts

1. Demonstrate creative thinking by employing originality, flexibility, fluency, and imagination in the development of artwork.
2. Understand and apply creative processes for developing ideas and artwork.

Supporting Questions

- How do artists assemble and maintain a portfolio that includes both process work and finished artistic products?
- How do artists generate new ideas?
- How do artists decide when an artwork is ready to be exhibited?
- How do artists make creative choices and decisions in their artmaking?
- How do artists practice their skills, and how can they see their growth over time?
- What are the steps of the creative processes that artists use to create?
- What is an art exhibition?
- What is personal voice?
- What is a creative process, and why is it important in artmaking?
- What is a portfolio for, and why do artists create them?

Skills in Practice

- Alternate between individual, small group, and whole class brainstorming sessions to gather a wide range of visual solutions.
- Arrange virtual or in-person artist talks to expose students to varied creative processes. Afterward, facilitate discussions where students can relate what they learned to their own practices, encouraging them to think critically and reflectively.
- Break down creative processes into manageable components, leading students through each stage. Have them engage in self-assessment checkpoints where they can critique their progress and pivot if necessary.
- Challenge students to generate a variety of visual solutions to design problems.
- Develop partnerships with local museums or galleries for guided tours or workshops focused on analyzing creative processes in art historical contexts. Encourage students to draw connections between their work and the works they observe.
- Encourage students to tackle art-making challenges by formulating unique solutions. Introduce real-world scenarios or themes for projects that require creative problem-solving.
- Establish a routine where students regularly use journals for idea generation, sketching, and reflecting. Incorporate guided prompts that inspire students to connect themes from their lives to their art.
- Guide students in crafting independent project proposals that outline their artistic vision and the steps they'll take to achieve it. Emphasize the importance of documenting each phase of their creative process for self-evaluation and reflection.
- Implement regular feedback sessions where students present their work-in-progress to peers for constructive critiques. This dialogue can enhance their understanding of diverse perspectives and encourage a supportive, creative community.
- Promote using sketchbooks as dynamic tools for exploration rather than just documentation. Include prompts for students to reflect not just on finished pieces but on their experimentation, failed attempts, and the evolution of their ideas.
- Start class with creative warm-up activities, including quick, creative games, drawing exercises, or art challenges.
- Use open-ended questioning techniques to facilitate deeper class discussions. Encourage students to elaborate on their responses and explore the 'why' behind their artistic choices.

Student Look-fors

- Brainstorms many ideas based on an art prompt
- Comes up with art questions to explore and learn more
- Considers suggestions to improve and change artwork

- Follows specific steps in the artistic process
- Sets personal goals for improving art skills
- Thinks creatively to solve problems in art projects
- Uses creative thinking to make unique artworks
- Uses sketchbooks or journals to write down ideas, plans, and thoughts about their art

Assessment Strategies

- Ask students to share their thinking or progress at the end of a class or work session in the form of a digital or printed exit ticket.
- Assess student growth over time through a portfolio that includes samples of both process work and finished products.
- Conduct formative gallery walks to assess the progress of artwork at various stages of development.
- Develop rubrics for assessing learning objectives related to brainstorming, research, planning, and reflection.
- Engage in active observation of student work, noting progress being made and where students need additional support.
- Observe students as they create, noting their progress and identifying any challenges they may face. Use these observations to provide tailored support and encouragement as needed.
- Provide clear learning objectives for sketchbook and journal assignments, thumbnail sketches, artist statements, and creative challenges.

Instructional Supports

- [PBS Learning Media: Visual Creation and Participation](#) - Learning resources for middle and high school include materials, processes, methods, techniques, expression, and exhibition.
- [Teacher Video: Adding Visual Interest to Sketchbook Pages](#) - In this video (6:12), a Virginia high school art teacher demonstrates adding visual interest to student sketchbooks to enhance creative thinking.

Critical Thinking and Communication

Understanding the Strand

Students analyze art when they describe art works using appropriate vocabulary, classify properties of works in various ways, compare and contrast aspects of art and recognize properties and characteristics of art works. Students interpret the work of self and others for messages and meaning. Evaluating the work of self and others allows students to apply content knowledge and develop informed responses to artistic works. Students recognize and articulate personal preferences, beliefs, and opinions regarding art. Students examine their opinions, attitudes, and beliefs regarding art and recognize the value of learning about the diverse responses of others.

Collaboration and communication skills for visual arts include working toward a common goal, compromise, sharing responsibility, caring for materials and workspaces, teamwork, active listening for understanding, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

Standards

[Critical Thinking and Communication Grades 6-8](#)
[Critical Thinking and Communication I-IV](#)

Concepts

3. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.
4. Formulate and justify personal responses to visual arts.
5. Apply collaboration and communication skills for visual arts works and processes.

Supporting Questions

- How can you identify and explain the differences between styles of art?
- How can or do artists evoke a response from viewers?
- How do artists collaborate?
- How do individuals define what art is?
- How do individuals evaluate art?
- How do your own experiences influence how you respond to art?

- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- What does it mean to analyze a work of art?
- What factors influence how interpretations/evaluations of art change over time?
- What gives creative work value?
- What is an artist's style?
- What is the difference between a judgment and an evaluation of an artwork?

Skills in Practice

- Allow students to practice critiquing their own work before evaluating peers to build confidence and skills.
- Create a repertoire of sentence frames that cater to different art concepts and levels of understanding. For example:
- "The use of _____ in this artwork suggests _____." - "I notice that the artist employed _____ to evoke _____." Include sentence starters that encourage students to connect personally with the artwork, such as, "This piece makes me feel _____ because _____."
- Create discussion frameworks that allow students to voice their unique perspectives, feelings, and interpretations.
- Emphasize that art preferences and opinions are subjective. Encourage students to appreciate diverse perspectives and points of view in discussions.
- Encourage students to share how their life experiences influence their interpretations and judgments of artworks.
- Engage students in creating evaluation criteria, fostering ownership over their learning and assessment.
- Have students apply established criteria to self-assess their work, develop plans for adjustments, and refine their final pieces.
- Have students work collaboratively in groups to plan and create a work of art.
- Incorporate sentence frames that encourage students to think critically, expand their vocabulary, and effectively describe, analyze, and evaluate works of art.
- Introduce a regular art journal practice where students can reflect on their creative process, artwork, and critiques. This reflection can include prompts to analyze their own work, the feedback received, and how they plan to improve.
- Introduce a structured art criticism model to guide responses to artworks.
- Lead discussions that analyze what makes artworks effective, considering aspects such as composition, craftsmanship, creativity, design, and emotional impact.
- Organize small group critiques where students can collaboratively discuss artwork. Focus on creating a supportive environment that emphasizes respect and positivity. Use guided questions to facilitate deeper analysis, such as, "What do you think is the most impactful element of this artwork, and why?"

- Present a variety of artworks based on themes or styles rather than focusing on a single artist, allowing students to recognize diverse artistic solutions.
- Teach essential art terms and vocabulary before and during discussions and writing about artworks.
- Teach students the critique process by demonstrating how to provide and receive constructive feedback, focusing on specific visual qualities of the artwork.
- Use thinking routines like "See, Think, Wonder" to guide students through their observations, interpretations, and inquiries about art.
- Use open-ended guiding questions to help students analyze their work and identify areas for improvement.
- Utilize a variety of class discussion methods to build confidence and encourage responses from all students.
- Utilize artist statements and discuss how artist statements are used as reflection and to assist in communication.

Student Look-fors

- Accurately uses appropriate vocabulary in writing and talking about art
- Engages thoughtfully during art discussions, showing respect for others' ideas and opinions
- Explains how different elements of art (like color, line, and shape) convey emotions and messages in artworks.
- Provides helpful suggestions to peers on how to improve artistic skills
- Reflects on personal work and the work of peers using specific art vocabulary and established guidelines
- Shares personal opinions and ideas about art using appropriate terminology and examples
- Takes responsibility for keeping the art room organized and caring for materials and equipment

Assessment Strategies

- Create a targeted pre-assessment that includes multiple-choice questions, short responses, and visual prompts. For example, show an artwork and ask students to identify specific elements (like color, shape, or mood) and briefly explain their choices.
- Create assessment criteria for class critiques or for written reflections following a critique.
- Establish specific learning objectives and success criteria for students' written and verbal artist statements to guide their understanding and performance.
- Facilitate structured group discussions around specific art-focused questions.
- Provide immediate and frequent individual feedback through guiding questions to help students analyze their own artwork.
- Utilize vocabulary checks that provide context for words, assessing students' understanding of the meanings and usages of terms related to art content and skills.

- Utilize sentence frames to promote critical thinking, enhance vocabulary acquisition, and facilitate the description, analysis, and evaluation of artwork.

Content Connections

- **Italian Renaissance: Visual Arts All.3.b and World History WHI.13** - The Italian Renaissance marked a revival of classical art, philosophy, and literature from Ancient Greece and Rome. This period emphasized humanism and individualism, influencing perspective, composition, and emotion in art. During this time, cultural exchange and collaboration flourished. Students can analyze the contributions of Renaissance artists and their lasting influence on contemporary art, utilizing historical research and evidence to explore the connections between artists, philosophers, scientists, and mathematicians.
- **Shared Academic Vocabulary: Visual Arts 8.3 and English 8.RV.1** - Words do not exist in isolation; they are essential for students to express their knowledge across disciplines. Shared academic vocabulary enhances understanding and meaning in various contexts. In the arts, familiarity with academic language is crucial for analyzing and interpreting works. When vocabulary is applied in multiple subjects, students develop a deeper comprehension and can effectively use words in diverse settings. It's important to identify common vocabulary across arts and core subjects, encouraging students to use context clues to grasp meanings, define terms, and engage in discussions across subjects.

Instructional Supports

- [National Gallery of Art: Teaching Critical Thinking Through Art](#) - In this interactive online course for teachers of all levels and subjects, learn how to integrate works of art using artful thinking routines and effective strategies from Project Zero at Harvard University.
- [PBS Learning Media: Appreciation and Analysis of Visual Art](#) - Explore videos from PBS to help students understand art analysis.
- [The Kennedy Center: Art Critiques Made Easy](#) - Tips for leading classroom discussions about works of art and becoming better critiques of art.
- [The Kennedy Center: Formal Visual Analysis](#) - Formal analysis are the building blocks to translate what you see and is an important technique for organizing visual information from any period in time.
- [Thinking Routines from Harvard Project Zero](#) - Resources from Project Zero focusing on artful thinking and thinking routines.
- [Virginia Museum of Fine Arts: Critical Thinking](#) - Explore VMFA interactive activities related to critical thinking.

History, Culture, and Citizenship

Understanding the Strand

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating art from the perspective of many time periods, people, and places. Students understand that visual arts are integral to communities and cultures. Students identify and interact with art as community members and citizens, developing a lifelong engagement with art as supporters, advocates, creators, and informed viewers. Students identify and understand ethical and legal considerations for responsibly engaging with art resources and source materials.

Standards

[History, Culture, and Citizenship – Visual Arts Grades 6-8](#)
[History, Culture, and Citizenship – Visual Arts I-IV](#)

Concepts

6. Understand cultural and historical influences of visual arts.
7. Understand visual arts as a form of community engagement.
8. Identify and understand ethical and legal considerations for engaging with and using resources and source materials.

Supporting Questions

- Discuss ways that art is part of our everyday lives.
- How can art communicate cultural values and identities?
- How does art help us understand the lives of people from different times, places, and cultures?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- How have the arts positively impacted my community?
- What is copyright, and why does it matter?
- What is the purpose of an art museum?
- How is the role of an artist perceived differently in various cultures and times?
- How do art-making practices change over time?
- Where or how are the arts celebrated in my community?

Skills in Practice

- As a class, create an interactive map with students of local artists, artworks, and art venues. Collaborate with local museums or galleries to highlight relevant collections.
- Define "public art" with students and brainstorm where they have seen it. Have teams design a piece of public art that represents the community.
- Have students choose a subject and research how it has been visually represented across different cultures and time periods. Then, students create an original artwork interpreting that subject.
- Have students choose a theme and curate a collection of found or personal artworks related to that theme, explaining their choices.
- In a sketchbook or art journal, guide students to visually present research about the art of a historical period or culture.
- Maintain a running list of sources to learn about artists and art movements that students can add to and use for reference.
- Show an interview of a contemporary artist discussing their ideas about the purpose of art. Students can develop questions for a potential interview.
- Share historical artworks that document events. Have students analyze the messages conveyed by the artists and create their own artworks based on a current event.
- Teach students to use visual reference materials ethically and require documentation of their sources.

Student Look-fors

- Analyzes the characteristics of art from a variety of cultures
- Appropriately cites art and media resources
- Engages in discourse around reasons why people create, perform, and participate in artistic experiences and the value that art has to people and society
- Explains how artists contribute to society and communities
- Identifies cultural influences on artistic works
- Identifies the similarities and differences between artistic periods and styles
- Researches specific historical eras in art, significant historical figures in art, and cultural influences

Assessment Strategies

- Assess student sketchbook assignments based on clearly defined learning objectives related to historical and cultural themes.
- Create checklists for adherence to copyright and intellectual property.
- Engage in class discussions around the historical and cultural context of the artwork.
- Engage in learning games related to historical and cultural contexts in art.
- Evaluate student sketchbook assignments based on historical and cultural themes based on clearly established learning objectives.
- Have students create a poster or a simple infographic that explains a concept they learned about copyright. Assess their understanding based on accuracy and communication.
- Have students write reflections on historical and cultural themes in their portfolio, artwork, or sketchbook assignment.
- Provide opportunities for students to demonstrate their understanding of historical and cultural concepts in art through research assignments such as posters, presentations, timelines, sketchbook assignments, or art projects.
- Utilize a variety of class discussion methods to build confidence and encourage responses from all students.
- Utilize exit tickets to allow students to express their learning about historical and cultural concepts discussed in class.

Content Connections

- **Ancient Greek Mythology and Pottery: Visual Arts AI.6.c-d, English 9.RL.3, and World History WHI.4** - Ancient Greek artisans created vessels for both functional use and artistic expression, utilizing narrative paintings that depicted myths and daily life. Studying these pieces deepens our understanding of Greek culture and its lasting influence on contemporary art. Students can create original symbols that represent today's social, political, or economic views, accompanied by narratives that illustrate modern contexts. By comparing ancient Greek icons with contemporary works, one can explore how social and cultural influences shape meaning in art. Applying the elements of art and principles of design can help in creating original pieces that incorporate these iconic symbols.

Instructional Supports

- [Colonial Williamsburg: DIY Crafts](#) - Create a craft inspired by 18th-century Virginia history.
- [National Portrait Gallery: Classroom Resources](#) - The Portrait Gallery has a variety of resources for the classroom that have been developed to complement our exhibitions.

- [PBS Learning Media: Society and History of Visual Art](#) - Explore the many forms of visual art, from basket weaving to painting, and glasswork to furniture, with resources that encourage analysis, research, and practice.
- [Secretary of the Commonwealth site: Virginia Indians](#) - This website provides information and links related to Virginia's federal and state-recognized tribes.
- [SmARTHISTORY](#) - With contributors from colleges, universities, museums, and research centers, Smarthistory is the most-visited art history resource in the world.
- [The Colonial Williamsburg Foundation Online Art Collection](#) - The collections comprise more than 70,000 examples of fine, decorative, mechanical, and folk art.
- [The Kennedy Center: Art Show with the Masters](#) - Research information on artists' lives and works then plan and design an art show pretending to be the artists they researched.
- [The Kennedy Center: Patterns Across Cultures](#) - Investigate the golden mean/ratio and golden spiral as an important concept in art history.
- [The Metropolitan Museum of Art: Curriculum Resources](#) - Use curriculum guides to bring The Met collection to your classroom. Each guide contains images along with practical background information and active ways to engage your students.
- [Virginia Museum of Fine Arts: Very Virginia Interactive Exploration](#) - Discover Virginia's rich history through art by observing and discussing art objects, learn about significant people, places, and events throughout the Commonwealth's history.

Innovation in the Arts

Understanding the Strand

Students understand and explore opportunities to connect visual arts content, processes, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.

Standards

[Innovation in the Arts – Visual Arts Grades 6-8](#)

[Innovation in the Arts – Visual Arts I-IV](#)

Concepts

9. Connect visual arts skills, content, and processes to career options, college opportunities, and the workplace.
10. Understand and explore the impact of current and emerging technologies in visual arts.
11. Cultivate authentic connections between visual arts skills, content, and processes with other fields of knowledge to develop problem-solving skills.

Supporting Questions

- How can the lessons you learn during artmaking help you in other parts of your life?
- How could you create art using a material you haven't used before?
- How do artists and designers learn from trial and error?
- How do real-world experiences influence artmaking?
- How does technology change the way artists work?
- How is art infused into our daily lives?
- What are some different types of artists you can identify?
- What careers are available in the arts?
- What does innovation mean, and how does it connect to the creative process?
- What factors prevent or encourage people to take creative risks?

- Why do artists follow or break from established traditions?

Skills in Practice

- Arrange for students to engage with a college or university art class, providing insights into what's needed to pursue an arts-related career post-high school.
- Develop collaborative art or design projects that link art with other subjects, such as science or history. Encourage students to think critically and work together to find solutions.
- Discuss the impact of the arts in daily life and the economy. Encourage students to think about how arts-related skills apply to various careers, including those outside the arts.
- Introduce art creation software available at your school. Guide students through its features, and then let them explore and create digital artworks.
- Facilitate a class discussion on crafting insightful questions for interviews with professional artists or individuals in art-related careers.
- Guide students in creating and maintaining a portfolio of their artwork. Discuss the significance of maintaining a personal portfolio, especially for those considering careers in the arts. Have students present their portfolios to the class.
- Guide students in developing a resume that showcases artistic skills, certifications, exhibitions, and awards.
- Guide students in researching various post-secondary opportunities in the arts, including colleges and technical schools, as well as career paths.
- Have students choose an arts-related career to research. They should investigate the required preparation and develop a presentation to share their findings with the class.
- Have students compare and contrast artworks created digitally with those created with traditional materials. Lead a conversation about how technology has influenced art production, touching on the evolution of computer graphics and how it compares to traditional art forms.
- Invite school alumni who are pursuing arts careers to share their experiences with students as they explore potential career paths.
- Maintain a collaborative list of art-related careers, allowing students to add to it. Encourage them to reference credible resources for further information.
- Organize a visit to a local artist's studio, whether virtual or in-person. Discuss the processes involved in running a studio and exhibiting artwork.

Student Look-fors

- Creates and maintains a portfolio to document growth, development, and attainment of relevant skills and experiences over time
- Demonstrates practical problem-solving skills for art activities and processes
- Discusses how methods of creating art change over time
- Explores, investigates, or researches art-related careers and roles
- Uses current technologies to engage in creative processes

Assessment Strategies

- Clearly communicate learning objectives related to problem-solving skills and use a rubric to evaluate how well students meet these objectives in their projects and creative exercises.
- Encourage students to demonstrate age-appropriate research methods and convey their understanding of art-related careers.
- Facilitate discussions among students about intellectual property.
- In project rubrics, assess students on the acceptable use of found images when appropriate.
- Utilize entrance tickets to evaluate students' prior knowledge and engagement with digital art-making tools.

Content Connections

- **Research Skills: Visual Arts III.9 and English/Research 11.R.1.A and 11.R.1.b** - Through art study, students develop workplace readiness skills. These skills open up various career paths both in and outside of art careers. Students can research career options related to art by reading, formulating questions, and focusing on topics of interest. They can investigate career pathways and write a description of their qualifications, showcasing the skills needed for success. Sharing this work with peers or potential employers will provide valuable feedback.

Instructional Supports

- [Example Careers in Visual Arts](#) - This document provides examples of careers in and related to visual arts.
- [PBS Learning Media: The Design Process](#) - What does innovation look like, and how can one generate innovative ideas in the classroom? This collection is built around "design thinking" and is intended to help educators and learners explore the invention of real, practical solutions to some of the world's most pressing problems.
- [PBS Learning Media: The Visual Art Profession](#) - Explore videos from PBS for students to understand visual art careers.

- [Virginia 5Cs and Visual Arts Education](#) - The Visual Arts *Standards of Learning* are intentionally and directly aligned with the skills outlined in the [Profile of a Virginia Graduate](#). The goal statements are taken directly from the 2020 Visual Arts SOL document and re-organized to demonstrate alignment to the 5 Cs.
- [Visual Arts Education and Workplace Readiness Skills](#) - Virginia's visual arts instructional programs reinforce [Virginia's 22 Workplace Readiness Skills](#). These skills are organized around three core areas that promote opportunities and reinforce student understanding of Virginia's workplace readiness skills: Personal qualities and abilities, interpersonal skills, and professional competencies.

Technique and Application

Understanding the Strand

Students will develop skills and techniques for multiple means of expression in visual arts. Students will explore and develop ideas and skills for various media, subject matter, styles, and techniques for visual communication and creative expression.

Standards

[Technique and Application – Visual Arts Grades 6-8](#)
[Technique and Application Visual Arts I-IV](#)

Concepts

12. Explore, select, and understand how elements of art and principles of design allow artists to communicate meaning and messages in artwork.
13. Understand the components of and how to arrange a composition.
14. Experience a variety of drawing methods and media.
15. Learn to use various media and techniques for artmaking with increasing skill and care.
16. Working in three-dimensional concepts and media.
17. Work with various subjects and themes.

Supporting Questions

- How do artists and designers care for and maintain materials, tools, and equipment?
- How do artists combine materials, materials, and process to create new works of art?
- How do artists grow and become accomplished in an art form?
- How do your tools, materials, and equipment impact your creative work?
- How does composition affect meaning in a work of art?
- How does your technique help communicate your artistic intentions?
- What determines good craftsmanship in a work of art?
- What factors help with choosing one art medium over another?
- What is craftsmanship and what difference does it make?

- What are the differences working in two- and three-dimensions?
- What is the role of *practice* in developing artistic skills?
- Why do artists select one medium over another?

Skills in Practice

- Ask students to choose a medium, technique, or art-making process and present a demonstration to the class, emphasizing safety, care, and craftsmanship standards.
- Communicate performance expectations at the start of lessons to help students develop skill for a technique, skill, or process.
- Display a well-known piece of art alongside the sketches the artist used to plan or prepare it. Lead a discussion to analyze how these sketches reflect ideas incorporated into the final work, exploring how and why the sketches may have changed throughout the process. Have students create their own sketches to explore ideas for their artwork.
- Emphasize the importance of good craftsmanship and continued practice to increase skills.
- Engage students in drawing from life. Provide instruction in the thinking and drawing skills that can be learned to help individuals learn to draw realistically. Build confidence for drawing by recognizing and celebrating success.
- Explicitly teach how artists arrange visual elements for effective and balanced compositions.
- Guide students in exploring craft techniques and materials to help them move beyond a step-by-step crafting experience and toward creating meaningful artworks.
- Have students practice value drawing techniques and mark-making by designing an image and dividing it into at least eight sections in any way they choose (such as using a grid or diagonal lines). For each section, they should select a different drawing technique for adding value (e.g., stippling, hatching, cross-hatching, blending) and a different medium (e.g., colored pencil, marker, pastel). Students can then reflect on their media choices, the techniques learned, and the challenges encountered.
- Instruct students on how to maintain and care for materials, tools, and equipment.
- Provide experiences working with clay and a variety of other three-dimensional media.
- Provide opportunities for students to experiment with and develop skills in various media, enabling them to make informed choices in their artwork. Offer examples that allow them to explore different drawing media and techniques in their sketchbooks for future reference.
- Select artworks that are relevant to current lessons based on their qualities, such as media, techniques, style, or subject matter. Have students compare how the artists' choices helped express their ideas. This activity can be conducted with the whole class or in small groups using reproductions like postcards. Encourage students to reflect on their own artistic choices and consider how different decisions might have impacted their artwork.

- Showcase high-quality artwork from previous students to inspire current students and initiate discussions about effective artistic techniques.

Student Look-fors

- Carefully considers the arrangement of visual elements for an effective composition in artwork
- Demonstrates neatness and care in their work
- Develops and refines skills using a wide range of media and art making techniques
- Explores a variety of artistic styles and subject-matter
- Follows safety procedures
- Uses tools, materials, and equipment safely and correctly
- Participates in a variety of art experiences, using a variety of media, techniques, and processes

Assessment Strategies

- Communicate specific criteria for formatively assessing students' understanding of new media and techniques during sketchbook assignments and in-class practice activities.
- Develop rubrics for student portfolios to assess development of artistic skills across a variety of two-dimensional and three-dimensional media.
- Establish clear learning objectives related to the media and techniques taught in class and use a scoring sheet to evaluate how well each student has met these goals.
- Have students complete self-assessments to evaluate their progress in developing skills with new media and artistic processes.

Instructional Supports

- [PBS Learning Media: Visual Art Creation and Participation](#) - Several videos through PBS for students to understand art materials, processes, methods, and techniques.
- [PBS Learning Media: Visual Art Media](#) - Explore various media with video segments from PBS.
- [Smithsonian Institutions: Educator Resources: Art and Design](#) - The Smithsonian provides a range of resources and media tailored to different grade levels, including a variety of activities in different artistic mediums, techniques, and cultural contexts.
- [The Kennedy Center: Elements of Art with Feeling](#) - Explore elements of art through historical and contemporary works. Examine the relationship between elements of art and feelings.

- [The Kennedy Center: Landscape Painting](#) - Analyze the foreground, middle ground, and background of landscape paintings and create an original landscape painting using various techniques to portray illusions of depth and reflection.
- [The Kennedy Center: Photography: From Theory to Practice](#) - Examine works of art and learn the tools to analyze and discuss photography, then apply knowledge to document daily life in their community through photography.
- [The Kennedy Center: Pottery Techniques](#) - Explore the works of Maria Martinez, Kerry Moosman, and pottery from various cultures and civilizations and, using burnishing techniques, create bowls out of clay.