

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Art  
**COURSE TITLE:** Grade 6 & 7 Art  
**GRADE LEVEL:** 6-7

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**COURSE DESCRIPTION:** The middle school art program is designed to be exploratory in nature providing all students in sixth, seventh, and eighth grade with a foundation in the elements of art. Through exposure to a variety of media, techniques, visuals, and art history, students can develop skills assisting them with problem solving and future vocational choices. Students will be provided opportunities to explore their potential in creating and critiquing art. Middle school topics may include but are not limited to: Blind Contour/Gesture Drawing, Perspective Drawing, Grid Drawing, Shading, Watercolor/Tempera/Acrylic Painting, Ceramic/Plaster Sculpture, Printmaking, Collage, Digital Photography, Air Brushing, Fabrics, Self Portraiture, and Human Proportion Drawing.

**CONTENT STANDARDS AND COURSE BENCHMARKS:**

**In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 6-7 Art should be able to . . .**

**Content Standard I. Understand and apply media, techniques, and processes.**

Benchmarks: Apply media, techniques, and processes; analyze what makes them effective or not in effective in communicating ideas.

Take advantage of the qualities and characteristics of various art media, techniques, and processes.

**Content Standard II. Use knowledge of structures and functions.**

Benchmarks: Generalize the effects of visual structures and functions and reflect upon these effects in their own artwork.

Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

**Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.**

Benchmarks: Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their art works.

Use subjects, themes, and symbols that demonstrate various ideas.

**Content Standard IV. Understand the visual arts in relation to history and cultures.**

Benchmarks: Know and compare the characteristics of artworks in various eras and cultures.

Describe and place a variety of art objects in historical and cultural contexts.



**Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.**

Benchmarks: Describe multiple purposes for creating works of art.

Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

**Content Standard VI. Make connections between visual arts and other disciplines.**

Benchmarks: Compare the characteristics of work in two or more art forms that share similar subject matter, historical periods, or historical context.

Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

**Content Standard VII. Understand and apply current digital technology.**

Benchmark: Communicate an understanding of 21<sup>st</sup> century living as it applies to the visual arts.

Develop skills needed to create artwork via digital media.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:**

**Standard I: Understand and apply media, techniques, and processes. The students in Grade 6-7 Art should be able to . . .**

**Benchmark: Apply media, techniques, and processes; analyze what makes them effective or not in effective in communicating ideas.**

Indicators: Reflect on own artwork, as it related to their choices in media, and their effective use of techniques and processes.

Assessments: Rubric assessment of- written and visual art, work related to media, techniques, and processes

**Benchmark: Take advantage of the qualities and characteristics of art media, techniques, and processes.**

Indicators: Develop an understanding of the importance of detail and neatness.

Assessments: Completion of activity, rubric, self-evaluation/reflection

**Standard II. Use knowledge of structures and functions. The students in Grade 6-7 Art should be able to . . .**

**Benchmark: Generalize the effects of visual structures and functions and reflect upon these effects in their own artwork.**

Indicators: Summarize and utilize the elements of art as they relate to their artwork, or the artwork of others.

Assessments: Evaluative rubric of student summarization of the elements of art, as they relate to their artwork, or the artwork of others

**Benchmark: Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.**

Indicators: Create visual aids as they compare art concepts, processes, and ideas.



Assessments: Evaluative rubric of project as it relates to different aesthetic concepts

**Standard III. Choose and evaluate a range of subject matter, symbols, and ideas. The students in Grade 6-7 Art should be able to . . .**

**Benchmark: Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.**

Indicators: Create a variety of student artwork of differing media, themes, and subjects related to appropriate context to convey a particular meaning or purpose.

Assessments: Completion of activity, rubric, self-evaluation/reflection

**Benchmark: Use subjects, themes, and symbols that demonstrate various ideas.**

Indicators: Develop a deeper understanding of ideas, and how to communicate those ideas using several different symbols.

Assessments: Completion of activity, rubric, self-evaluation/reflection

**Standard IV. Understand the visual arts in relation to history and cultures. The students in Grade 6-7 Art should be able to . . .**

**Benchmark: Know and compare the characteristics of artworks in various eras and cultures.**

Indicators: Written work comparing artwork of various eras and cultures.  
Complete artwork using similar styles to that of different eras or cultures.

Assessments: Written work evaluated by a rubric  
Artwork evaluated by rubric

**Benchmark: Describe and place a variety of art objects in historical and cultural contexts.**

Indicators: Make connections between art, and global events during parallel time periods, and demonstrate these parallels in their artwork.

Assessments: Self/Teacher evaluation using project specific rubric

**Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others. The students in Grade 6-7 Art should be able to . . .**

**Benchmark: Describe multiple purposes for creating works of art.**



Indicators: Respond to viewing different works of art, and student statements of purpose for their own artwork.

Assessments: Teacher Observation/Written Quiz

**Benchmark: Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.**

Indicators: Develop an understanding of why artists' become famous for what they created.

Assessments: Teacher observation  
Written response/worksheet

**Standard VI. Make connections between visual arts and other disciplines. The students in Grade 6-7 Art should be able to . . .**

**Benchmark: Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or historical context.**

Indicators: Summarize how similar meanings can be conveyed through different media and different subject areas.

Assessments: Evaluate written response, and student project by rubric

**Benchmark: Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.**

Indicators: Create a project demonstrating subject matters or themes from a cross curricular class.

Assessments: Project specific rubric evaluation

**Standard VII. Understand and apply current digital technology. The students in Grade 6-7 Art should be able to...**

**Benchmark: Communicate an understanding of 21<sup>st</sup> century living as it applies to the visual arts.**

Indicators: Demonstrate an understanding of digital media by experimentation with various digital equipment and multiple forms of software.

Assessments: Concept comparison chart



**Benchmark: Develop skills needed to create artwork via digital media.**

Indicators: Develop skills needed to create an aesthetically pleasing piece of artwork via digital media.

Assessments: Evaluated by project specific rubric

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

