

**8<sup>TH</sup> GRADE VISUAL ARTS CHECKLIST**  
**Fine Arts Goals 25 – 27**  
**Illinois Learning Standards A – B**  
**Performance Descriptors**

**PRINCIPLES OF VISUAL ART**

- \_\_\_\_\_ Demonstrate an understanding of creation of illusion of space (e.g., overlapping; variations in size, placement, value).
- \_\_\_\_\_ Demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective).
- \_\_\_\_\_ Identify the role of a specific color scheme in an art work.
- \_\_\_\_\_ Describe the elements and principles that create harmony.
- \_\_\_\_\_ Identify the elements and principles that convey meaning in a work of art.
- \_\_\_\_\_ Describe elements and principles that unify a work of art.
- \_\_\_\_\_ Evaluate the visual qualities of symbols that create meaning in works of art.
- \_\_\_\_\_ Critique a work of art using appropriate language in a positive, constructive manner.

**CONNECTIONS TO THE ARTS**

- \_\_\_\_\_ Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter (e.g., self-portrait to monologue or solo) using the appropriate artistic component (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) vocabulary.

**HISTORY, SOCIETY OF THE ARTS**

- \_\_\_\_\_ Differentiate between 2-D, 3-D, and time arts.
- \_\_\_\_\_ Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process (e.g., film, video, computer programs).
- \_\_\_\_\_ Demonstrate processes that create special effects (e.g., scratch knife/ scratch board, gouge/printing block, painting/palette knife).
- \_\_\_\_\_ Evaluate the significance of special effects in 2-D art work (e.g., embossing, wet-wet, sciffito, pointillism).

---

**CREATION AND PERFORMANCE**

---

- \_\_\_\_\_ Use a variety of materials and processes to create functional and decorative art work (e.g., mosaics, murals, clay pottery, weavings, paintings).
- \_\_\_\_\_ Use linear and aerial/atmospheric perspective to create the illusion of 3-dimensionality in a 2-dimensional artwork.
- \_\_\_\_\_ Create a performance art work incorporating the use of computer or video.
- \_\_\_\_\_ Use 2-D or 3-D materials to create an abstract work.
- \_\_\_\_\_ Create an art work based on a plan incorporating research and problem solving.

---

**HISTORY, SOCIETY OF THE ARTS**

---

- \_\_\_\_\_ Demonstrate good audience behavior and evaluate the behavior of self and others.
- \_\_\_\_\_ Describe how audience behavior changes a product or performance.
- \_\_\_\_\_ Analyze how the arts function in ceremonies (e.g., Olympics, political conventions).
- \_\_\_\_\_ Analyze how various arts are used to persuade and promote ideas (e.g., political conventions, campaigns, advertising).
- \_\_\_\_\_ Analyze how the artist in each of the arts uses technology creatively.
- \_\_\_\_\_ Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers).
- \_\_\_\_\_ Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period.
- \_\_\_\_\_ Analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event.
- \_\_\_\_\_ Describe the influences of at least two artists (dance, drama, music or visual art) on their times.