

Contextual Relevancy			
Essential Standard	6 th Grade	7 th Grade	8 th Grade
CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.	<p>6.CX.1.1: Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).</p> <p>6.CX.1.2: Analyze art from various historical periods in terms of style, subject matter, and movements.</p> <p>6.CX.1.3: Analyze the effect of geographic location and physical environment on the media and subject matter of art with an emphasis on South American and European art.</p>	<p>7.CX.1.1: Understand the visual arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.</p> <p>7.CX.1.2: Analyze art from various historical periods in terms of style, subject matter, and movements.</p> <p>7.CX.1.3: Analyze the effect of geographic location and physical environment on the media and subject matter of African, Asian, and Australian art.</p>	<p>8.CX.1.1: Understand the role of visual arts in North Carolina and the United States in relation to history and geography.</p> <p>8.CX.1.2: Analyze art from various historical periods in terms of style, subject matter, and movements.</p> <p>8.CX.1.3: Analyze the effect of geographic location and physical environment on the media and subject matter of art from NC and the United States.</p>

CX.2: Understand the interdisciplinary connections and life applications of the visual arts.	<p>6.CX.2.1: Exemplify how skills and concepts developed in art are part of, and can be applied to, daily life.</p> <p>6.CX.2.2: Understand the connections between art and other disciplines.</p> <p>6.CX.2.3: Understand how collaborative planning is used to create art.</p> <p>6.CX.2.4: Understand the role of art in creating digital images, technological products, and design.</p>	<p>7.CX.2.1: Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.</p> <p>7.CX.2.2: Select skills and information needed from other disciplines to solve artistic problems.</p> <p>7.CX.2.3: Implement collaborative planning and art skills to solve problems.</p> <p>7.CX.2.4: Interpret visual images from media sources and the immediate environment through the context of art.</p>	<p>8.CX.2.1: Compare personal interests and abilities to those needed to succeed in a variety of art careers.</p> <p>8.CX.2.2: Analyze skills and information needed from visual arts to solve problems in art and other disciplines.</p> <p>8.CX.2.3: Use collaboration to arrive at effective solutions to identified problems.</p> <p>8.CX.2.4: Exemplify the use of visual images from media sources and technological products to communicate in artistic contexts.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6th – 8th Grade Unpacking Contextual Relevancy (What does this mean a child will know and be able to do?)**Contextual Relevancy Strand**

Contextual relevancy refers to applying knowledge of the visual arts in relation to history, culture, heritage, and other disciplines. Students understand the influence art has on society and that art may represent various societal themes and issues. They recognize the differences in art from different regions and the effect that geography and culture has on art within a particular region. Students understand how art has evolved throughout history and in different parts of the world, including the United States. Students understand connections with skills and concepts learned in art, which can be applied in other disciplines. Students connect visual arts with human experiences and understand that personal responses to art are based on personal, cultural, and historical contexts.

Essential Standards

There are two Essential Standards (CX.1) and (CX.2) in the Contextual Relevancy Strand for Visual Arts:

- **CX.1:** The first Essential Standard requires that students in grades 6-8 understand the development of the visual arts throughout history, including its role in North Carolina and the United States. Students look at works of art and analyze them in several ways, including style, subject matter, movements, and geographical influence. For example, students may look at pottery created in different regions of the United States and compare them based on geological factors such as the availability of clays. Students also analyze the effects of geographic location and physical environment on the media and subject matter of African, Asian, and Australian art.
- **CX.2:** The second Essential Standard requires students in grades 6-8 to make connections to art as a vocation or an avocation. The skills that students learn in art are useful for them when applied to daily life. For example, students may design a poster to advertise the school's drama production, incorporating their knowledge of balance, line, space, unity, etc. to create the design. Students research a variety of careers in terms of the art skills needed to be successful and compare their interests and abilities to those needed to succeed in an art-specific career. Students understand that real life projects often involve collaborations among many areas of expertise, including the creation of digital images, technological products, and design. For example, students may analyze a webpage in terms of its aesthetics. Even though web pages require people with technical expertise, they also require people with knowledge of the Elements of Art and Principles of Design. Layout and the use of images are important considerations in order for web pages to be effective.