

7th Grade Art

COURSE OUTLINE

Unit One	<i>Drawing/Painting</i>	<i>14 days</i>
Unit Two	<i>Clay</i>	<i>12 days</i>
Unit Three	<i>Illustration</i>	<i>14 days</i>
Unit Four	<i>Choice Project</i>	<i>Remaining days</i>

School-wide Academic Expectations Taught In This Course

- Communication*
- Collaboration
- Analysis
- Literacy

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

Content Standards Taught in This Course

VA:Cr1.1.7a	Apply methods to overcome creative blocks.
VA:Cr1.2.7a	Develop criteria to guide making a work of art or design to meet an identified goal.
VA:Cr2.1.7a	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
VA:Cr2.2.7a	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.
VA:Cr2.3.7a	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
VA:Pr4.1.7a	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
VA:Pr5.1.7a	Based on criteria, analyze and evaluate methods for preparing and presenting art.
VA:Pr6.1.7a	Compare and contrast viewing and experiencing collections and exhibitions in different venues.
VA:Re7.1.7a	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
VA:Re7.2.7a	Analyze multiple ways that images influence specific audiences.
VA:Re8.1.7a	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
VA:Re9.1.7a	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
VA:Cn10.1.7a	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
VA:Cn11.1.7a	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Unit 1: Drawing/Painting

Introduction and Established Goals:

Students will create a work of art that emphasizes craftsmanship, creativity, and drawing from resources. This project is suggested to be more non-representational, more design-oriented in nature, as opposed to highly representational. Creativity, craftsmanship and use of resources will be emphasized. Suggested projects include creating a dragon eye design.

Desired Outcome(s):

To culminate this unit, students will create their own work of art that emphasizes creativity, craftsmanship, and use of resources as covered in this unit.

Common Core Standard(s):

- VA:Cr2.3.7a
- VA:Cr2.1.7a
- VA:Re8.1.7a

Essential Question(s):

How can we use visual resources (photos and real-life objects) to help our drawing skills?

How does good craftsmanship affect our artwork?

Key Terms/Concepts:

Design

Craftsmanship

Creativity

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">• VA:Cr2.3.7a• VA:Cr2.1.7a• VA:Re8.1.7a	<p>Students will be able to recognize and draw a variety of mark-making techniques (line, contour, hatching, etc.)</p> <p>Students will be able to locate and utilize visual aids, such as photos and real life objects, as resources for their drawings.</p>	<p>Brainstorming mark-making possibilities</p> <p>Epson board examples</p> <p>Modeling mark-making possibilities</p> <p>Peer-to-peer instruction and correction</p> <p>Individual book and Internet research focusing on individualized tutorials (YouTube, Pinterest, Google)</p>	<p>Students will create a work of art featuring a variety of mark-makings (lines, etc)</p> <p>Rubric (including self-assessment component)</p> <p>Formative assessment</p>

Suggested Resources and Texts:

Visual resources via Internet (photos)

YouTube tutorials

Suggested Technology:

YouTube/pinterest tutorials

Unit 2: Clay

Introduction and Established Goals:

Students will learn basic clay techniques. Craftsmanship techniques will be emphasized. Students will create a more representational work of art in clay with the help of drawings and resources. Suggested projects include creating the students' favorite food or items out of clay, etc.

Desired Outcome(s):

To culminate this unit, students will create clay sculptures that are representational in nature, with an emphasis on use of resources and quality craftsmanship.

Common Core Standard(s):

- VA:Cr2.1.7a
- VA:Re8.1.7a
- VA:Pr5.1.7a

Essential Question(s):

What is form?

What is tromp l'oeil?

How does craftsmanship affect the outcome of a work of art?

Key Terms/Concepts:

Form

Craftsmanship

Sculpting

Slipping/scoring

Coils

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none"> • VA:Cr2.1.7a • VA:Re8.1.7a • VA:Pr5.1.7a 	<p>Students will create representational work of art. They will gather and use their own resources. They will be able to find resources that work for their skill and ability level. They will be able to overcome obstacles and problem solve as they go along.</p>	<p>Epson board examples of artist and student work</p> <p>Group and small group critiques</p> <p>Modeling</p> <p>Monitoring progress</p> <p>Peer to peer critiques</p> <p>Class critiques</p>	<p>Formative assessment during discussions</p> <p>Worksheet</p> <p>Summative assessments</p>

Suggested Resources and Texts:

Images

Work from artists and previous students

Suggested Technology:

YouTube

Pinterest

Unit 3: Illustration

Introduction and Established Goals:

Students will create an illustration that accompanies an idea, concept, character, etc. Use of resources is paramount in this unit as students will be drawing many different things. Suggested projects include creating one's own character, logo, three-part monster (exquisite corpse), etc.

Desired Outcome(s):

To culminate this unit, students will create an illustration. The illustration should emphasize the student's ability to be creative, have clean marksmanship, and successful composition.

Common Core Standard(s):

- VA:Cr1.2.7a
- VA:Cr2.1.7a
- VA:Re8.1.7a

Essential Question(s):

What is an illustration?

How can the use of resources improve your art?

How can you visually represent an idea?

What makes a composition successful?

What is scale and how does it affect a composition?

Key Terms/Concepts:

Illustration

Composition

Scale

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">• VA:Cr1.2.7a• VA:Cr2.1.7a• VA:Re8.1.7a	Students will identify and gather resources that are specific to their individual projects Students will peer-to-peer critique to help each other progress and to check for craftsmanship. Students will be able discuss the artists meaning or intention with their work.	Epson board examples Modeling Peer-to-peer instruction Monitoring progress Worksheets	Formative assessments Rubric Peer-to-peer assessment

Suggested Resources and Texts:

Books

Pinterest

Suggested Technology:

Epson board

YouTube tutorials

Pinterest Tutorials

Unit 4: (Optional) Choice Project

Introduction and Established Goals:

With the time remaining in the school year, students will have the opportunity to choose their final project. This (optional) choice project can be completed using a medium the students are familiar with and enjoy or a medium they have not yet explored. Use of resources and craftsmanship are greatly paramount, as students will be doing and creating many different things in different medias. Suggested projects include printmaking, collage, sculpture (in media other than clay), etc.

Desired Outcome(s):

To culminate this unit, students will create a work of art in the medium of their choice. This work of art should underscore the students ability to have excellent craftsmanship and to use resources effectively.

Common Core Standard(s):

- VA:Pr4.1.7a
- VA:Cn11.1.7a

Essential Question(s):

What is art?

Why do people create?

How can craftsmanship affect an artwork?

Key Terms/Concepts:

TBD

Creativity

Craftsmanship

Resources

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">• VA:Pr4.1.7a• VA:Cn11.1.7a	Students will experiment with different media. Students will explore different media and identify their differences. Students will propose a project and complete it using high quality craftsmanship, good resources, etc. throughout.	Epson board examples Modeling Peer-to-peer instruction Centers Worksheets Peer-to-peer critiques	Formative assessments Rubric Peer-to-peer assessment

Suggested Resources and Texts:

Books

Pinterest

Suggested Technology:

YouTube

Pinterest