

# Grade 7 Arts

## Units of Study: Music, Drama, Visual Arts

<b>Visual Arts:</b>	<b>The Beautiful Red Sea</b>	<b>Duration:</b> One Trimester
<ul style="list-style-type: none"><li>● <b>Concepts:</b> Aesthetic, Composition, Personal and cultural expression.</li><li>● <b>Subject Specific Skills:</b><ul style="list-style-type: none"><li>○ Practising using the elements and principles of art to convey a deeper meaning.</li><li>○ Explore harmony, balance and symmetry</li><li>○ Explore creativity</li></ul></li><li>● <b>Learning Experiences:</b> In this unit, students explore and experiment with printmaking techniques. They question aesthetics, investigate positive and negative space, develop compositions based on positive and negative space, and analyze traditional and contemporary methods of printmaking.</li></ul>		

<b>Drama:</b>	<b>Children's Theatre</b>	<b>Duration:</b> One Trimester
<ul style="list-style-type: none"><li>● <b>Concepts:</b> Communication, Narrative, Interpretation, Structure, Audience</li><li>● <b>Subject Specific Skills:</b> Communication Skills, Social/Collaboration Skills (ensemble work)</li><li>● <b>Learning Experiences:</b> Students will rehearse and perform a story of their choice, from their own or another familiar culture, for an invited audience (e.g. younger children). In creating and developing the story, students will incorporate the techniques, conventions and structures explored in class and will apply the skills of rehearsing and performing (voice and movement). Process journal entries and recordings throughout the unit will form part of the completed project. Students will reflect on the way in which the story they have chosen conveys identity and cultural values, and how stories have been handed down through generations and throughout cultures with many similar elements.</li></ul>		

<b>Music:</b>	<b>Styles &amp; Skills</b>	<b>Duration:</b> One Trimester
<ul style="list-style-type: none"><li>● <b>Concepts:</b> Change, Genre</li><li>● <b>Subject Specific Skills:</b> Playing drum set, performing music on one instrument in varying genres, evaluating and listening to music.</li><li>● <b>Learning Experiences:</b> In this unit, students will take a journey through time, examining societal changes and how you can hear cultural shifts through music. Students will develop performance skills on drum set, guitar, and keyboard, exposing them to elements of calypso, blues, and rock music. Small group and large group performances will encourage students to develop independent skills and use them collaboratively.</li></ul>		

# Grade 7 Drama

## Children’s Theater

**Duration:** One Trimester

**LEARNING EXPERIENCES:** Students will learn how to devise a play that is directed towards a specific community; in this case, an audience of young children. The ‘Children’s Theater’ unit is a collaboration within the class ensemble and the end product is a performance that uses physical theatre to bring to life a children’s storybook. The performance will be designed for (and shown to) five to seven year olds. Through working collaboratively to create a piece of children’s theater, students will need to research their target community and apply this research to their practical and creative decisions.

**CONCEPTS:** COMMUNICATION, audience, interpretation, narrative, structure

**STATEMENT OF INQUIRY:** Narrative is a powerful tool for receiving as well as transmitting information for a specific purpose to an audience.

<b>INQUIRY QUESTIONS:</b>	
<b>Factual:</b>	What are the different types of stories? Why did different types of tales develop? What is an archetype, and where do they come from? What is a narrative in theatre? What are the organs of articulation and how is sound (speaking / singing) produced?
<b>Conceptual:</b>	What does cultural identity consist of? How can voice and movement contribute to / strengthen a theatrical performance? How do stories sustain cultures / cultural values and transmit them through generations / through the world?
<b>Debatable:</b>	What makes the telling of a story – orally - so memorable? Why are the images produced so strong? Where does the magic lie? How do stories “reflect on the past, illuminate the present and envision the future”? What is the beauty of a story well told?

<b>OBJECTIVES AND ASSESSMENT CRITERIA:</b>	
<b>A: Knowledge and Understanding</b>	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.
<b>B: Developing Skills</b>	Used to assess the student’s progress in developing and using the skills and techniques used to create and present / perform their artwork.
<b>C: Thinking Creatively</b>	Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
<b>D: Responding</b>	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

**ATLs:** Communication / Communication skills  
Social / Collaboration skills

**RESOURCES / LITERATURE OPTIONS:**

- Children’s Stories
- Storytelling Videos (Diane Ferlatte)
- “The Gruffalo”

**SUMMATIVE ASSESSMENT TASKS:**

1. Process Journal
2. Final Performance

# Grade 7 Music

## Styles and Skills

**Duration:** One Trimester

**LEARNING EXPERIENCES:** In this unit, students will take a journey through time, examining societal changes and how you can hear cultural shifts through music. Students will develop performance skills on drum set, guitar, and keyboard, exposing them to elements of calypso, blues, and rock music. Small group and large group performances will encourage students to develop independent skills and use them collaboratively.

**KEY CONCEPT:** CHANGE

**STATEMENT OF INQUIRY:** Development of society can be seen in the progression of genres.

### INQUIRY QUESTIONS:

<b>Factual:</b>	What features define each genre? What genre is a specific piece?
<b>Conceptual:</b>	How does the movement of people affect how music has developed?
<b>Debatable:</b>	Can you learn about the history of people through music?

### OBJECTIVES AND ASSESSMENT CRITERIA:

<b>A: Knowing &amp; Understanding</b>	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.
<b>B: Developing Skills</b>	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
<b>C: Thinking Creatively</b>	Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
<b>D: Responding</b>	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

**ATLs:** Reflection Skills  
Creative Thinking Skills  
Transfer Skills

### RESOURCES / LITERATURE OPTIONS:

- Selected pieces of music from varying genres
- Information about Blues, Rock, and Calypso

### SUMMATIVE ASSESSMENT TASKS:

- Group performance in one of the styles studied
- Create a piece of music in one of the styles studied
- Journal work showing evidence of process and product

# Grade 7 Visual Arts

## The Beautiful Red Sea

**Duration:** One Trimester

**LEARNING EXPERIENCES:** Students will learn about printmaking as a technique of creating and multiplying images. They will make prints in relief, and create a piece inspired by the Red Sea. They will also investigate patterns, positive and negative space and apply the acquired knowledge in creating their pictorial compositions.

**KEY CONCEPT:** AESTHETICS, Composition, Personal and cultural expression.

**STATEMENT OF INQUIRY:** Artists often draw inspiration from nature.

**INQUIRY QUESTIONS:**

**Factual:** What do we notice when we look at something more closely?  
What makes a good composition?

**Conceptual:** Why do we prefer something more than something else?

**Debatable:** Do we see details when we look at something using normal eyes?  
How does the way something is created affect the way we see it?

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**A: Knowing and Understanding** Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

**B: Developing Skills** Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

**C: Thinking Creatively** Students show that they can explain the intention behind their artwork. They demonstrate their ability to think/explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

**D: Responding** Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own artwork and that of others.

**ATLs:** Self-Management, Thinking

**RESOURCES / LITERATURE OPTIONS:**

- Block printing equipment.
- <https://v.angelcam.com/iframe?v=16lb6045r4&autoplay=1>
- The elements of art [word bank](#)
- The principles of art [word bank](#)

**SUMMATIVE ASSESSMENT TASKS:**

1. Process journal
2. Final products: Scratchboard drawing and linoleum prints