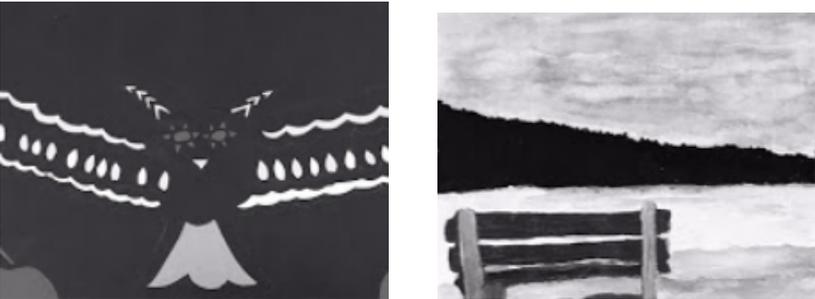
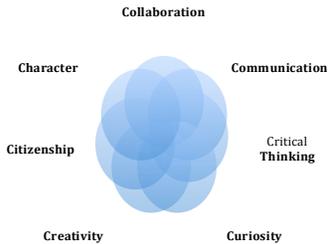


| Content Area: Art | Course: Seventh Grade Art | Grade Level: Seven |
|---|--|--------------------|
|  | <p>R14 The Seven Cs of Learning</p>  | |
| Unit Titles | Length of Unit | |
| <ul style="list-style-type: none"> Line and Value: Throwing Shade | <ul style="list-style-type: none"> On going | |
| <ul style="list-style-type: none"> Space and Shape: Learning how to draw from life | <ul style="list-style-type: none"> On going | |
| <ul style="list-style-type: none"> Color, Texture and Form: Mixing it up | <ul style="list-style-type: none"> On going | |
| <ul style="list-style-type: none"> The Etiquette of Art | <ul style="list-style-type: none"> Ongoing | |
| <ul style="list-style-type: none"> Art History | <ul style="list-style-type: none"> Ongoing | |



| Strands | Course Level Expectations |
|---------|---|
| Create | <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. |
| Present | <ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding |
| Respond | <ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria. |
| Connect | <ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. |

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| Unit Title | Line and Value: Throwing Shade | Length of Unit | On going |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> ● What are the basic structures of visual arts? ● Are there different types of lines and how do lines effect composition? ● How do lines and value function in creating a composition? ● Can value change a composition and the meaning? ● Can value change a piece and the meaning? ● How is value determined in artistic endeavours? | | |
| Standards* | <p>Create: Investigate: VA:Cr2.1.7a</p> <p>Present Analyze: VA:Pr5.1.7a</p> <p>Respond: Interpret:VA:Re9.1.7a</p> | | |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Elements of Art in creating art: Line, Value and Space • Using various types of lines and values in a composition • How artistic pursuits are influenced by materials | | |
| Key Vocabulary | Line, Value, Space, HB, B, Shade/Shading, Tone, Hatching, Stippling, Cast Shadow, Reflected Light, Core Shadow, Composition, asymmetrical composition, symmetrical composition, triangular composition, curricular composition | | |

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

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|-------------------|--------------------------------|-----------------------|----------|
| Unit Title | Line and Value: Throwing Shade | Length of Unit | On going |
|-------------------|--------------------------------|-----------------------|----------|

| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
|---|---|
| <ul style="list-style-type: none"> ● foundations of the visual arts in drawing ● how to appropriately use the peer critique model ● the relationship between creating a composition and a piece of artwork ● elements of good composition | <ul style="list-style-type: none"> ● demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art ● analyze and evaluate methods for preparing and presenting art based on criteria ● 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 ● identify value changes in artwork ● apply different values to a piece to create a designed effect ● plan an individualized piece of artwork using the elements of art ● make connections between their creative vision and the materials used for line and value drawings ● set goals based on their own individual artistic skills ● utilize an object as a reference when drawing ● integrate unfamiliar materials into a piece of art ● design a composition that best fits their individual piece and explain the relationship ● apply various methods of value to a piece of artwork |

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| Assessments: | classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing |
| Teacher Resources: | teacher generated resources |

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|---|---|-----------------------|----------|
| Unit Title | Form and Shape: Learning how to draw from life | Length of Unit | On going |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How have artists been influenced by the world around them? • How can you foster your artistic skills and build perseverance? • What is the purpose of drawing from life? • Does it matter how an image is organized? • How do the elements of art, line, value and space relate to form and shape? • What makes a good critique? | | |
| Standards* | <p>Create: Investigate: VA:Cr2.1.7a</p> <p>Respond: Analyze: VA:Re8.1.7a</p> | | |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Drawing from life • Peer Critique • Redefining a preliminary sketch • Shading and light in different types of drawings • Mark making methods and their various effects | | |
| Key Vocabulary | Sketch, Thumbnail, Illusion, Contour, Line Drawing, Blind Contour Line Drawing, Negative Space, Positive Space, No-Tan, reflective light | | |

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|-------------------|--|-----------------------|---------|
| Unit Title | Form and Shape: Learning how to draw from life | Length of Unit | Ongoing |
|-------------------|--|-----------------------|---------|

| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
|--|---|
| <ul style="list-style-type: none"> • peer critique model • Negative and positive space | <ul style="list-style-type: none"> • demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art • 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 • differentiate between various types of line drawing • appropriately measure objects being drawn • demonstrate their understanding of 2/3 types of line drawings • create a realistic object(s) using new media • explain the process of creating a finished piece • use unfamiliar objects to create a composition • appropriately and accurately use a ruler to measure |

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| Assessments: | classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing |
| Teacher Resources: | teacher generated resources |

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|---|--|-----------------------|---------|
| Unit Title | Color, Texture and Form: Mixing it up | Length of Unit | Ongoing |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • Can colors have temperature? • Can yellow be a cool color? • Does color impact a composition? Does texture? • Can you own an image? How do you own artwork? | | |
| Standards* | <p>Create: Investigate: VA:Cr2.2.7a</p> <p>Present: Analyze: VA:Pr5.1.7a</p> | | |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Plagiarism in art and visual media, referencing past artists, and how to appropriate images appropriately • Color theory and how to apply it with different mediums • How the environment affects color • Historic references using color | | |
| Key Vocabulary | Hue, Shade, Tone, Tint, Primary Color, Secondary Color, Complimentary Colors, Intermediate Color, Analogue Color, Balance | | |

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|-------------------|---------------------------------------|-----------------------|---------|
| Unit Title | Color, Texture and Form: Mixing it up | Length of Unit | Ongoing |
|-------------------|---------------------------------------|-----------------------|---------|

| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
|--|--|
| <ul style="list-style-type: none"> • Historic references to primary/secondary colors • primary and secondary colors • complementary colors • how different color wheels function • plagiarism in artwork • how colors can change the meaning of a piece of artwork | <ul style="list-style-type: none"> • 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 • analyze and evaluate methods for preparing and presenting art based on criteria • mix primary colors to create secondary colors • create a composition that uses color • create a piece of artwork that uses color to balance the composition • create tints and shades of primary and secondary colors • care for materials in a safe and appropriate way • appropriately reference images to not plagiarize others work |

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| Assessments: | classroom discussion and written assessment of their definitions and research, completed work, graded rubric, self, peer, and teacher critiquing |
| Teacher Resources: | teacher generated resources |

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|---|---|-----------------------|---------|
| Unit Title | The Etiquette of Art | Length of Unit | ongoing |
| Inquiry Questions (Engaging & Debatable) | <p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> | | |
| Standards* | <p>Create: Investigate: VA:Cr2.2.7a Reflect- Refine- Continue: VA: Cr3.1.7a Present: Select: VA:Pr4.1.7a Analyze: VA:PR5.1.7a Share: VA:Pr6.1.7a Respond: Perceive:VA:Re7.2.7a Analyze: VA:Re8.1.7a Interpret: VA:Re9.1.7a</p> | | |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette | | |
| Key Vocabulary | <p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgement.</p> | | |

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|-------------------|-----------------------------|-----------------------|---------|
| Unit Title | The Etiquette of Art | Length of Unit | ongoing |
|-------------------|-----------------------------|-----------------------|---------|

| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
|---|---|
| <ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique | <ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one’s creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art |

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| Assessments: | Formative-teacher and peer feedback, exploring medium exercise Interim-artist files and critiques, Progress/Benchmarks Summative-rubric and reflection |
| Teacher Resources: | Teacher generated resources Artists website - based on medium Former student work |

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|---|--|-----------------------|---------|
| Unit Title | Art History | Length of Unit | ongoing |
| Inquiry Questions (Engaging & Debatable) | <p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p> | | |
| Standards* | <p>Present: Share: VA:Pr6.1.7a</p> <p>Connect: Relate: VA:Cn11.1.7a</p> | | |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art | | |
| Key Vocabulary | movement, the elements of art and principles of design, critique, appreciation, relevance | | |

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|-------------------|--------------------|-----------------------|---------|
| Unit Title | Art History | Length of Unit | ongoing |
|-------------------|--------------------|-----------------------|---------|

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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
| <ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways | <ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind ● make connections between art and culture ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture |

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|---------------------------|---|
| Assessments: | Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection |
| Teacher Resources: | Teacher generated resources, Artists website - based on medium Former student work |