

**Groton Public Schools**

**Curriculum Map**

**INTRODUCTION**

**Intermediate Art**

BOE approved 9/27/2021

**Course Purpose:**

The intermediate art curriculum focuses on further developing art skills, techniques, vocabulary, and creativity. Students will advance their knowledge of the art elements and principles as they engage in art production activities that hone fine motor skills. Intermediate art students generate ideas, plan, and problem solve as part of the design process. The course provides opportunities for creative expression and art analysis.

**Major Learning Goals and Understandings:**

**Student Learning Expectation(s):**

- Refine motor skills and sharpen intuitive abilities.
- Expand aesthetic awareness and develop aesthetic judgement.
- Increase exposure to art history. Analyze a famous work of art and work of peers
- Discuss elements of art and principles of design while identifying aspects that contribute to the effectiveness of art.
- Use personal and cultural experiences as subject matter.
- Analyze how technical and aesthetic elements contribute to the ideas communicated in works of art.
- Describe how a society or culture influences the arts.
- Create art by selecting and using elements of art and technical skills to achieve a desired effect.
- Analyze works of art.

## Units and Concepts

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

<p><b>1. Painting</b></p> <ul style="list-style-type: none"> <li>● Color Schemes</li> <li>● Tints and Shades</li> </ul>	<p><b>2. Drawing</b></p> <ul style="list-style-type: none"> <li>● 2 pt perspective</li> <li>● Grid Drawing</li> <li>● Observational Drawing</li> </ul>
<p><b>3. Sculpture</b></p>	<p><b>4. Optional expanded curriculum</b></p> <ul style="list-style-type: none"> <li>● Printmaking</li> </ul>
<p><b>5. Art History</b> <b>continuing concept throughout all units</b></p> <ul style="list-style-type: none"> <li>● Introduce artists from varied cultures and backgrounds as it relates to projects and techniques</li> </ul>	<p><b>6. Art terms and vocabulary</b> <b>continuing concept throughout all units</b></p> <ul style="list-style-type: none"> <li>● Elements of Art</li> <li>● Project appropriate vocabulary related to materials and techniques</li> </ul>

### Part 1 - Unit

### Painting

Grade:	Subject:	Course:	Length of Unit:
7	Art	7th Grade Art	2weeks

### Common Core State Standards

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

## **Supporting Standards**

### **Supporting Standards/MYP**

#### **Communication**

- Use a variety of media to communicate with a range of audiences
- Give and receive meaningful feedback
- Negotiate ideas and knowledge with peers and teachers

#### **Social**

- Take responsibility for one's own actions
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Advocate for your own rights and needs

#### **Self Management**

- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

#### **Research**

- Make informed choices about personal viewing experiences
- Seek a range of perspectives from multiple and varied sources

#### **Thinking**

- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence
- Create original works and ideas

## **Part 2 – Standards**

### **Painting Standards**

<b>The students will know:</b>	<b>The students will be able to:</b>	<b>Bloom's Taxonomy Levels</b>
<p>1. How to use the color wheel to create various color schemes.</p> <p>2. How to use a color wheel to create different emotions in a piece of art.</p> <p>3. Students will know how to properly conduct themselves in a group critique.</p>	<ol style="list-style-type: none"> <li>1. Appropriately mix colors</li> <li>2. Identify and define color schemes <ul style="list-style-type: none"> <li>● Complementary</li> <li>● Split complementary</li> <li>● Analogous</li> <li>● Monochromatic</li> <li>● Triadic</li> </ul> </li> <li>3. Use the color wheel to create various color schemes.</li> <li>4. Use color schemes to create a desired mood in a piece.</li> <li>5. Create tints, shades, and tones of colors</li> <li>6. Properly handle and care for paint and supplies.</li> <li>7. Analyze and evaluate their own work, and the work of others.</li> </ol>	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

## **Big Idea and Essential Questions**

- **Big Ideas: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks**
- **Essential Questions: 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?**

## **Part 3 – Common Unit Assessments**

### **Painting Assessment**

#### **MYP**

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?
  
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
- Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

### **Formative Assessments**

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

### **Summative Assessment**

1. Create and present components for a summative portfolio of work.
2. Components for this unit include
  - a. Appropriate color mixing techniques
  - b. Color schemes:
    - i. Complementary
    - ii. Split complementary
    - iii. Analogous
    - iv. Monochromatic
    - v. Triadic
  - c. Paint supply care.
  - d. Create tints, shades, and tones of colors

### **Part 4 –**

### **Painting Common Learning Experiences**

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

**Part 5-**

**Painting: Teacher Resources**

Color Wheel Information

<https://drawpaintacademy.com/color-schemes/>

<https://drawpaintacademy.com/artists-color-wheel/>

Brush Care

<https://theartyteacher.com/how-to-clean-a-paint-brush/>

<https://www.teachkidsart.net/how-to-care-for-your-art-room-brushes/>

General Art Resources

[https://www.getty.edu/education/teachers/classroom\\_resources/index.html](https://www.getty.edu/education/teachers/classroom_resources/index.html)

**Part 1 - Unit/Theme/Concept**

**Drawing**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b>
<b>7</b>	<b>Art</b>	<b>7th Grade Art</b>	<b>4 weeks</b>

## **Common Core State Standards**

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

## **Supporting Standards**

### **Supporting Standards/MYP**

#### **Communication**

- Use a variety of media to communicate with a range of audiences
- Give and receive meaningful feedback
- Negotiate ideas and knowledge with peers and teachers

#### **Social**

- Take responsibility for one's own actions
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Advocate for your own rights and needs

#### **Self Management**

- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

#### **Research**

- Make informed choices about personal viewing experiences
- Seek a range of perspectives from multiple and varied sources

#### **Thinking**

- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence
- Create original works and ideas



<b>Part 2 – Standards</b>		
<b>Drawing Standards</b>		
<b>The students will know:</b>	<b>The students will be able to:</b>	<b>Bloom’s Taxonomy Levels</b>
<p>1. Students will know how line affects the overall feel of a drawing.</p> <p>2. Students will know how value affects the overall feel of a drawing.</p> <p>3. Students will know how to properly conduct themselves in a group critique.</p>	<p>1. Create a grid drawing focusing on line.</p> <p>2. Properly use a ruler to measure and draw straight lines.</p> <p>3. Use a ruler to create a 2 point perspective drawing.</p> <p>4. Create multiple observational drawings using line and value.</p> <p>5. Analyze and evaluate their own work, and the work of others.</p>	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

### **Big Idea and Essential Questions**

- **Big Ideas: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.**
- **Essential Questions : How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?**

### **Part 3 – Common Unit Assessments**

#### **Drawing Assessment**

##### **MYP**

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?
  
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
- Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

### **Formative Assessments**

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

### **Summative Assessment**

1. Create and present components for a summative portfolio of work.
2. Components for this unit include
  - a. Grid drawing
  - b. Ruler skills
  - c. Two point perspective
  - d. Observational drawing

### **Part 4 –**

## **Drawing Common Learning Experiences**

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

**Part 5-**

**Drawing: Teacher Resources**

Two Point Perspective

<https://thevirtualinstructor.com/twopointperspective.html>

Grid Drawing

<https://theartofeducation.edu/2013/02/08/grid-drawing-made-easy/>

Analyzing paintings through the Elements of Art

[https://www.getty.edu/education/teachers/building\\_lessons/formal\\_analysis.html](https://www.getty.edu/education/teachers/building_lessons/formal_analysis.html)

Getty Museum Tips for Teaching

[https://www.getty.edu/education/teachers/classroom\\_resources/tips\\_tools/index.html](https://www.getty.edu/education/teachers/classroom_resources/tips_tools/index.html)

General Art Resources

[https://www.getty.edu/education/teachers/classroom\\_resources/index.html](https://www.getty.edu/education/teachers/classroom_resources/index.html)

**Part 1 - Unit**

**Sculpture**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b>
7	Art	7th Grade Art	2

**Common Core State Standards**

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

## **Supporting Standards**

### **Supporting Standards/MYP**

#### **Communication**

- Use a variety of media to communicate with a range of audiences
- Give and receive meaningful feedback
- Negotiate ideas and knowledge with peers and teachers

#### **Social**

- Take responsibility for one's own actions
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Advocate for your own rights and needs

#### **Self Management**

- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

#### **Research**

- Make informed choices about personal viewing experiences
- Seek a range of perspectives from multiple and varied sources

#### **Thinking**

- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence
- Create original works and ideas

### **Part 2 – Standards**

## **Sculpture Standards**

The students will know:	The students will be able to:	Bloom's Taxonomy Levels
<ol style="list-style-type: none"> <li>1. Students will know the difference between shape and form.</li> <li>2. Students will know the importance of negative and positive space within 3 dimensional objects.</li> <li>3. Students will know how to properly conduct themselves in a group critique.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conceptualize and execute a work of art using sculptural techniques and materials.</li> <li>2. Analyze and evaluate their own work, and the work of others.</li> </ol>	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

### Big Idea and Essential Questions

- **Big Ideas:** Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Questions:** 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?

## **Part 3 – Common Unit Assessments**

### **Sculpture Assessment**

#### **MYP**

- What are my present skills in this area and what evidence do I have of my development?
  - What skills can I improve?
  - What new skills can I learn?
- 
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
  - Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
  - Practitioner/ using – students employ the skill confidently and effectively (demonstration)
  - Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

#### **Formative Assessments**

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

#### **Summative Assessment**

1. Create and present components for a summative portfolio of work.
2. Create a three dimensional work using project appropriate sculptural techniques and presentation.

## Part 4 –

### Sculpture Common Learning Experiences

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

## Part 5-

### Sculpture: Teacher Resources

#### Ceramic Hand Building Techniques

<https://www.thesprucecrafts.com/basic-hand-building-techniques-2745928>

<http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm>

<https://www.artsy.net/article/artsy-editorial-5-ceramic-techniques-you-need-to-know>

#### Loading and Firing the Kiln

[https://bigceramicstore.com/pages/info-ceramics-tips-tip49\\_load\\_fire\\_kilns\\_part2#:~:text=THREE%20COMMON%20WAYS,kiln%20when%20it%20reaches%20temperature.](https://bigceramicstore.com/pages/info-ceramics-tips-tip49_load_fire_kilns_part2#:~:text=THREE%20COMMON%20WAYS,kiln%20when%20it%20reaches%20temperature.)

<https://skutt.com/>

#### General Art Resources

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**Part 1 - Unit/Theme/Concept**

Optional Expanded Curriculum

Printmaking

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b>
7	Art	7th Grade Art	2

**Common Core State Standards**

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Anchor Standard #9. Apply criteria to evaluate artistic work.

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**Supporting Standards**

**Supporting Standards/MYP**

**Communication**

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**Self Management**

- Practice 'bouncing back' after adversity, mistakes and failures
- Try new approaches to learning and evaluate their effectiveness

**Research**

- Make informed choices about personal viewing experiences
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**Thinking**

- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence
- Create original works and ideas

<b>Part 2 – Standards</b>		
<b>Optional: Printmaking Standards</b>		
<b>The students will know:</b>	<b>The students will be able to:</b>	<b>Bloom’s Taxonomy Levels</b>
1. This historical importance of printmaking.	<ol style="list-style-type: none"><li>1. Conceptualize and execute a work of art using printmaking techniques.</li><li>2. Analyze and evaluate their own work, and the work of others.</li></ol>	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

## **Big Idea and Essential Questions**

- **Big Ideas: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches**
- **Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?**

## **Part 3 – Common Unit Assessments**

### **Printmaking Assessment**

#### **MYP**

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?
  
- Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)
- Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/ using – students employ the skill confidently and effectively (demonstration)
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**Formative Assessments**

1. Daily process journals
2. Small group activities
3. Creation of images utilizing the elements of art and principles of design.
4. Student and teacher critiques and formative verbal feedback

**Summative Assessment**

1. Create and present components for a summative portfolio of work.
2. Create a finished print using project appropriate printing techniques.

**Part 4 –****Printmaking Common Learning Experiences**

1. Guided Instruction
2. Portfolio building
3. Oral Critiques
4. Individual Feedback
5. Project Creation

**Part 5-**

**Printmaking: Teacher Resources**

<https://theartofeducation.edu/2018/08/31/8-inspiring-printmaking-ideas-for-your-classroom-this-year/>

<https://www.tate.org.uk/kids/explore/kids-view/meet-printmaker>

<https://www.tate.org.uk/art/art-terms/p/print>

**General Art Resources**

[https://www.getty.edu/education/teachers/classroom\\_resources/index.html](https://www.getty.edu/education/teachers/classroom_resources/index.html)

## **Part 5-Teacher Notes**

**Each unit will include embedded technology and literacy.**

**This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.**

**Includes a description of essential print and non-print resources, grouping arrangements and other instructional strategies.**

### **When selecting resources, teachers should consider:**

- Check alignment to the unit
- Vary selections according to age, skill level, readiness and learning styles of learners
- Include varied readability levels
- Include varied culturally relevant resources that have been reviewed for bias
- Include appropriate technologies
- Explain purposeful use of resources
- Collaborate with the library/media specialist regarding Internet sources and information

Major Learning Goals and Understandings:

Student Learning Expectation(s):

- Refine motor skills and sharpen intuitive abilities.
- Expand aesthetic awareness and develop aesthetic judgement.
- Increase exposure to art history. Analyze a famous work of art and work of peers
- Discuss elements of art and principles of design while identifying aspects that contribute to the effectiveness of art.
- Use personal and cultural experiences as subject matter.
- Analyze how technical and aesthetic elements contribute to the ideas communicated in works of art.
- Describe how a society or culture influences the arts.
- Create art by selecting and using elements of art and technical skills to achieve a desired effect.
- Analyze works of art.

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