

Grade 7 Music	Unit 1: Elements of Music		Suggested Length: 15 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Describe or define the elements of music.</p> <p>2. How do musicians use the elements to create & perform?</p> <p>3. What are various ways music is organized?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-7-M-1 Students will demonstrate an understanding of elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through singing, instrument playing, moving, listening, reading, writing, and creating. <input type="checkbox"/> AH-7-M-2 Students will compare and contrast the elements in musical examples. <input type="checkbox"/> AH-7-M-3 Students will read and perform vocally and instrumentally, increasingly complex melodic and rhythmic patterns in both treble and bass clefs. <input type="checkbox"/> AH-7-M-4 Students will demonstrate ideas and emotions through performance and/or composition using performance techniques, practices, and music concepts. <input type="checkbox"/> AH-7-M-5 Students will create and notate a composition incorporating the elements of music. <input type="checkbox"/> AH-7-M-6 Students will compare and contrast own and others' compositions and performances, using musical terms and elements to describe technical and expressive qualities. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.1.1 Students will analyze the use of elements in a variety of music. DOK 3 <p>Elements of Music:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rhythm – syncopation, time signature (2/4, 3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and 	<p>Previous Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syncopation <input type="checkbox"/> 16th Notes/Rest <input type="checkbox"/> Dotted Half Note/Rest <input type="checkbox"/> Dotted Quarter Note/Rest <input type="checkbox"/> Allegro <input type="checkbox"/> Moderato <input type="checkbox"/> Largo <input type="checkbox"/> Phrase <input type="checkbox"/> Cadence <input type="checkbox"/> Bass Clef <input type="checkbox"/> Bass Clef Pitch notes <input type="checkbox"/> Grand Staff <input type="checkbox"/> Sharp <input type="checkbox"/> Flat <input type="checkbox"/> Natural <input type="checkbox"/> Triads (Chords) <input type="checkbox"/> Whole Steps <input type="checkbox"/> Half Steps <input type="checkbox"/> Crescendo (<) <input type="checkbox"/> Decrescendo (>) <input type="checkbox"/> Fortissimo (<i>ff</i>) <input type="checkbox"/> Pianissimo (<i>pp</i>) <input type="checkbox"/> Mezzo Piano (<i>mp</i>) <input type="checkbox"/> Mezzo Forte (<i>mf</i>) <input type="checkbox"/> AB <input type="checkbox"/> ABA <input type="checkbox"/> Call and Response <input type="checkbox"/> Soprano <input type="checkbox"/> Alto <input type="checkbox"/> Tenor <input type="checkbox"/> Bass <input type="checkbox"/> Keyboards <input type="checkbox"/> Folk Instruments <input type="checkbox"/> Orchestral Instruments 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and reproduce music notation and symbols, meter and dynamic markings in various forms. DOK 2 <input type="checkbox"/> Identify aurally and visually melodic and harmonic material. DOK 2 <input type="checkbox"/> Identify aurally and visually vocal, instrumental, and electronic timbres. DOK 2 <input type="checkbox"/> <u>Open response: Identify and discuss 2 characteristics of a.) percussion and b.) brass wind instruments. DOK 2</u> <input type="checkbox"/> Identify various structural music forms visually and aurally. DOK 2 <input type="checkbox"/> Classify music from a variety of cultures and styles. DOK 2

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	<p>dotted quarter note)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tempo – Allegro, Moderato, Largo, Presto <input type="checkbox"/> Melody – melodic phrase, treble and bass clef signs, pitch notation: letter names on grand staff, natural sign, sharp sign, flat sign <input type="checkbox"/> Harmony – triads (chords) <input type="checkbox"/> Form – AB, ABA, call and response <input type="checkbox"/> Timbre (tone color) – distinctive sounds of instruments, instrument families and voices parts (soprano, alto, tenor, bass) <input type="checkbox"/> Dynamics – crescendo, decrescendo, dynamic markings/symbols – pp, p, mp, mf, f, ff, <, > <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.1.2 Students will identify instruments according to classifications. <ul style="list-style-type: none"> <input type="checkbox"/> Family – brass, woodwind, string, percussion <input type="checkbox"/> Voices – soprano, alto, tenor, bass <input type="checkbox"/> Folk- instruments used in folk music <input type="checkbox"/> Orchestral – instruments used in contemporary orchestral settings <input type="checkbox"/> AH-07-4.1.1 Students will create and notate in similar style answers to musical phrases. <input type="checkbox"/> AH-07-4.1.2 Students will improvise variations on given rhythms or melodies. <input type="checkbox"/> AH-07-4.1.3 Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance. <input type="checkbox"/> AH-07-4.1.4 Students will use a variety of musical sound sources to create and perform music. 	<ul style="list-style-type: none"> <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> String <input type="checkbox"/> Percussion 	

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	<input type="checkbox"/> AH-07-4.1.5 Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).		

Grade 7 Music	Unit 2: Historical Context and Listening		Suggested Length: 15 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How does music reflect cultures, periods & styles?</p> <p>2. How does music influence society?</p> <p>3. How do we use music to express our ideas & feelings?</p>	<p><u>Program of Studies</u></p> <input type="checkbox"/> AH-7-M-6 Compare and contrast own and others' compositions and performances, using musical terms and elements to describe technical and expressive qualities. <input type="checkbox"/> AH-7-M-7 Develop an increased understanding of the diversity of cultures. <input type="checkbox"/> AH-7-M-8 Compare and contrast how factors such as time, place and belief systems are reflected in music. <input type="checkbox"/> AH-7-M-9 Compare and contrast music compositions and/or performances from diverse cultures, periods, and styles. <p><u>Core Content</u></p> <input type="checkbox"/> AH-07-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music. DOK 3 <p>Periods:</p> <input type="checkbox"/> Classical Greece – Presents the universal ideal of beauty through logic, order, reason, and moderation. (Pythagorean – music theory based on	<input type="checkbox"/> Classical Greece <input type="checkbox"/> Medieval <input type="checkbox"/> Gregorian Chant <input type="checkbox"/> Ceremonial <input type="checkbox"/> Recreational <input type="checkbox"/> Artistic Expression\	<input type="checkbox"/> Determine difference between sacred and secular music in medieval period. DOK 3 <input type="checkbox"/> Analyze Madrigal with word painting. DOK 3 <p><i>Lessons to be developed 2006-07 school year due to the rearranging of cultures in the core content from various grade levels</i></p>

Grade 7 Music	Unit 2: Historical Context and Listening		Suggested Length: 15 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>mathematical logic)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Medieval – Appeals to the emotions and stresses the importance of religion. (Gregorian chant) <input type="checkbox"/> AH-07-3.1.1 Students will identify or explain how music fulfills a variety of purposes. DOK 2 <p>Purposes of music: (different roles of music)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship_ <input type="checkbox"/> <u>Recreational</u> – music for entertainment, (e.g., music for play such as game songs, music for dances, and social events, music for physical activities, music as a hobby) <input type="checkbox"/> <u>Artistic Expression</u> – music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience) 		

Grade 7 Dance	Unit 3: Elements of Dance, Movements and Forms		Suggested Length: 7 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How do we use elements of dance to	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-7-DA-1 Discuss elements of dance performances seen in a variety of media.</i> <input type="checkbox"/> <i>AH-7-DA-2 Demonstrate how dance</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Choreography <input type="checkbox"/> Space <input type="checkbox"/> Direction 	<ul style="list-style-type: none"> <input type="checkbox"/> Review dance elements. <input type="checkbox"/> Introduce new vocabulary. <input type="checkbox"/> "Writing a Dance Critique" analyze various video dance

Grade 7 Dance	Unit 3: Elements of Dance, Movements and Forms		Suggested Length: 7 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>express our ideas & feelings through our movements?</p> <p>2. How do we use the elements of dance to create and perform?</p>	<p><i>improvisation express a variety of emotions and ideas.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-7-DA-3 Recognize how elements of dance (space, time, force) are used to create an overall aesthetic effect. <input type="checkbox"/> AH-7-DA-4 Use space, time and force to create a dance with tempo variations and accented and unaccented time. <input type="checkbox"/> AH-7-DA-5 Explain how dance elements can be combined to create expressive dances. <input type="checkbox"/> AH-7-DA 6 Demonstrate basic concepts and perform basic movements in a variety of compositional forms. <input type="checkbox"/> AH-7-DA-7 Compare and contrast a variety of compositional forms. <input type="checkbox"/> AH-7-DA-8 Compare and contrast skills of body alignment, balance, isolation of body parts, elevation and landing. <input type="checkbox"/> AH-7-DA-9 Create and perform a group dance using one of the following compositional forms: AB (two-part), ABA (three-part), call and response, narrative, and rondo. <input type="checkbox"/> AH-7-DA-10 Compare and contrast how dance movements differ from other movements. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.2.1 Students will analyze how elements of dance are used to express thoughts, ideas, and feelings in dance. DOK 3 <p>Elements of Dance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Space – direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Pathway <input type="checkbox"/> Levels <input type="checkbox"/> Shape <input type="checkbox"/> Audience focus <input type="checkbox"/> Dancer focus <input type="checkbox"/> Size <input type="checkbox"/> Time <input type="checkbox"/> Accent <input type="checkbox"/> Rhythmic pattern <input type="checkbox"/> Duration <input type="checkbox"/> Force <input type="checkbox"/> Theme <input type="checkbox"/> Dance styles <input type="checkbox"/> Ballet <input type="checkbox"/> Jazz <input type="checkbox"/> Tap <input type="checkbox"/> Modern <input type="checkbox"/> Ballroom <input type="checkbox"/> Improvisational dance <input type="checkbox"/> Compositional form <input type="checkbox"/> AB <input type="checkbox"/> ABA <input type="checkbox"/> Call and response <input type="checkbox"/> Narrative 	<p>performances.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a 48-count group dance.

Grade 7 Dance	Unit 3: Elements of Dance, Movements and Forms		Suggested Length: 7 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>(high, middle, low), shape (individual or group)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus – audience (where viewer's eye is drawn), dancer (single focus-looking in the direction of movement, multi focus – changing head/eye focus during movements) Size – use of size in given space, or range of motion <input type="checkbox"/> <u>Time (Tempo)</u> – accent, rhythmic pattern, duration <input type="checkbox"/> <u>Force</u> – heavy/light, sharp/smooth, tension/relaxation, bound/flowing <input type="checkbox"/> Choreographic Forms – AB, ABA, call and response, narrative <input type="checkbox"/> AH-07-1.2.2 Students will identify and/or describe dances by: identifying or describing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap – feet as rhythmic instrument, ballroom – partnering), and the use of the elements of dance. <input type="checkbox"/> AH-07-4.2.1 Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative. <input type="checkbox"/> AH-07-4.2.2 Students will create an improvisational dance with complex movements (beginning, middle, end). 		

Grade 7 Dance	Unit 4: Historical and Cultural Context		Suggested Length: 6 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we organize our movements to create dances?</p> <p>2. Why do people dance?</p> <p>3. How do people from different cultures express themselves through dance?</p>	<p><u>Program of Studies</u></p> <p><i>AH-7-DA-11 Compare and contrast roles and purposes of dances from different cultures, styles, and time periods.</i></p> <p><i>AH-7-DA-12 Explain how dance reflects culture, purpose, style, and time periods.</i></p> <p><i>AH-7-DA-13 Compare and contrast movements and styles characteristic of various cultures and time periods.</i></p> <p><i>AH-7-DA-14 Recognize contributions of dance to society as both an activity and an art form.</i></p> <p><u>Core Content</u></p> <p><input type="checkbox"/> AH-07-2.2.1 Students will analyze or explain how diverse cultures and time periods are reflected in dance. DOK 3</p> <p>Periods:</p> <p><input type="checkbox"/> Medieval – appeals to the emotions and stresses the importance of religion. (e.g., development and history of tarantella)</p> <p><input type="checkbox"/> AH-07-3.2.1 Students will identify or explain how dance fulfills a variety of purposes. DOK 2</p> <p>Purposes of dance: (different roles of dance)</p> <p><input type="checkbox"/> <u>Ceremonial</u> – dances created or performed for rituals or celebrations (e.g., dances of Native American and West African to celebrate life events such as harvest, ritual dances</p>	<p><input type="checkbox"/> Ceremonial</p> <p><input type="checkbox"/> Recreational</p> <p><input type="checkbox"/> Artistic Expression</p> <p><input type="checkbox"/> Styles</p> <p><input type="checkbox"/> Medieval</p> <p><input type="checkbox"/> Tarantella</p>	<p><input type="checkbox"/> Review dance purposes.</p>

Grade 7 Dance	Unit 4: Historical and Cultural Context		Suggested Length: 6 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>associated with worship)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recreational – dancing for entertainment, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) <input type="checkbox"/> Artistic Expression – dance created with the intent to express or communicate emotion, feelings, ideas, (e.g., ballet, tap dance, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience) 		

Grade 7 Drama	Unit 5: Greek Drama		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-7-Dr-1 Explain how elements of drama are used to create dramatic works <input type="checkbox"/> AH-7-Dr-2 Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes, and make-up in creating an environment appropriate for drama <input type="checkbox"/> AH-7-Dr-3 Discuss types of staging and stage directions appropriate for dramatic works <input type="checkbox"/> AH-7-Dr-4 Relate theatrical themes to personal experiences <input type="checkbox"/> AH-7-Dr-5 Communicate feelings, ideas, and dramatic concepts through products and/or performances <input type="checkbox"/> AH-7-Dr-6 Use appropriate elements and concepts to plan, produce, present and/or perform original and existing individual and group works for drama <input type="checkbox"/> AH-7-Dr-7 Explain how dramatic works are influenced by culture, purpose, style, and time 	<ul style="list-style-type: none"> <input type="checkbox"/> Elements of drama <input type="checkbox"/> Plot <input type="checkbox"/> Character <input type="checkbox"/> Dialogue <input type="checkbox"/> Monologue <input type="checkbox"/> Conflict <input type="checkbox"/> Rising action <input type="checkbox"/> Turning point (climax) <input type="checkbox"/> Falling action <input type="checkbox"/> Suspense <input type="checkbox"/> Empathy <input type="checkbox"/> Motivation <input type="checkbox"/> Discovery <input type="checkbox"/> Elements of production <input type="checkbox"/> Staging <input type="checkbox"/> Scenery <input type="checkbox"/> Props <input type="checkbox"/> Lighting <input type="checkbox"/> Sound 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the importance of Greek Mythology in both art and drama. After viewing video about the Greek Myths, the students will complete a worksheet about the heroic qualities and flaws found in the characters. <input type="checkbox"/> After discussing the role-playing rubric, the students will be divided into groups. The names of five Greek myths will be put into a box. Each group draws a name of a myth from the box to perform. <input type="checkbox"/> Discuss the elements of performance plus the jobs associated with theater, such as set designer, director, costume designer, etc. Each group works on costumes, props, etc. (elements of production) that they feel will be essential for the audience’s understanding of their myth. <input type="checkbox"/> Using the elements of performance, each group will practice their skit, making up their own dialogue and actions as they go. <input type="checkbox"/> After organizing and practicing the skit one more time, each group performs their myth for the other groups. The role-playing rubric will be used for evaluation.

Grade 7 Drama	Unit 5: Greek Drama		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>periods</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-7-Dr-8 Discover commonalities of character, situation and motive in theatre of various cultures and historical periods <input type="checkbox"/> AH-7-Dr-9 Discuss ways in which theatrical artists in different culture, periods, and styles present dramatizations <input type="checkbox"/> AH-7-Dr-10 Demonstrate awareness that diverse cultures, periods, and styles possess different aesthetic values which affect dramatic forms <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.3.1 Students will analyze the use of elements of drama in dramatic works. DOK 3 <p>Elements of drama:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Literary elements</u> – Script, Plot structures (exposition, rising action, climax or turning point, falling action), Suspense, Theme, Setting, Language (word choices/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy <input type="checkbox"/> <u>Technical elements</u> – Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design <input type="checkbox"/> <u>Performance elements</u> – Acting (e.g., character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions – stage left, stage right, 	<ul style="list-style-type: none"> <input type="checkbox"/> Costumes <input type="checkbox"/> Makeup <input type="checkbox"/> Elements of performance <input type="checkbox"/> Characterization <input type="checkbox"/> Acting style <input type="checkbox"/> Storytelling <input type="checkbox"/> Diction <input type="checkbox"/> Expression <input type="checkbox"/> Vocal expression <input type="checkbox"/> Voice <input type="checkbox"/> Playwright <input type="checkbox"/> Actor <input type="checkbox"/> Director <input type="checkbox"/> Designer <input type="checkbox"/> Set designer <input type="checkbox"/> Stage manager <input type="checkbox"/> House manager <input type="checkbox"/> Fly crew <input type="checkbox"/> Understudies <input type="checkbox"/> Company <input type="checkbox"/> Elements of drama <input type="checkbox"/> Elements of production <input type="checkbox"/> Elements of performance <input type="checkbox"/> Roles of people behind the scenes <input type="checkbox"/> (for more specific terms refer to Unit I) 	<ul style="list-style-type: none"> <input type="checkbox"/> Write a reflective piece about his/her performance, plus evaluating the performance of the rest of the group, using drama terminology. <input type="checkbox"/> Learn that theater truly began with the Greeks, after completing a packet on Greek Theater (background, questions, Greek roots and meanings, word search). <input type="checkbox"/> Complete a packet on Sophocles, one of the great Greek playwrights, who wrote the play to be studied, <u>Antigone</u>. <input type="checkbox"/> Learn about the background, staging, and vocabulary used in the Greek play, <u>Antigone</u>. <input type="checkbox"/> Discuss the characters and begin try-outs for parts in the “walk-through” of <u>Antigone</u>. <input type="checkbox"/> Finish try-outs for parts. Discuss the elements of drama and other terms, plus roles of people behind the scenes. <input type="checkbox"/> Perform the walk-through of <u>Antigone</u>, reading the parts. Performance will be evaluated, using the role-playing rubric. Discuss how the elements of drama were used in the play. <input type="checkbox"/> Complete an open-response question about the changes in Creon, one of the main characters. How and why does he change? <input type="checkbox"/> Open-Response-Reflect on the tragic events in the play <u>Antigone</u>. What were these events and how could they have been prevented? Connect by telling about a tragedy that has affected you. How could it have been prevented?

Grade 7 Drama	Unit 5: Greek Drama		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>center stage, upstage, downstage)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.3.2 Students will describe how the technical elements (scenery, props, lighting, sound, costumes, make-up) communicate setting and mood. <input type="checkbox"/> AH-07-1.3.3 Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character. <input type="checkbox"/> AH-07-1.3.4 Students will identify and describe the types of stages (arena, thrust, proscenium) <input type="checkbox"/> AH-07-2.3.1 Students will analyze or explain how diverse cultures and time periods affect drama/theatre. DOK 3 <p>Periods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classical Greece and Rome – Presents the universal ideal of beauty through logic, order, reason, and moderation. (Development and characteristics Ancient Greek theatre and the continuation of Greek stories and styles in the Roman theatre) <input type="checkbox"/> Medieval – Appeals to the emotions and stresses and importance of religion. (Morality plays – characters are personification of good and evil in a struggle for man's soul) <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-3.3.1 Students will identify or explain how drama/theatre fulfills a variety of purposes. DOK 2 <p>Purposes of Drama/Theatre: (different</p>		

Grade 7 Drama	Unit 5: Greek Drama		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>roles of drama)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Sharing the human experience</u> – to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas, and emotions) <input type="checkbox"/> <u>Passing on tradition and culture</u> – to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) <input type="checkbox"/> <u>Recreational</u> – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) <input type="checkbox"/> <u>Artistic expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience) <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-4.3.1 Students will create and perform using elements of drama, (Literary, Technical, Performance) <input type="checkbox"/> AH-07-4.3.2 Students will improvise short dialogues and monologues. <input type="checkbox"/> AH-07-4.3.3 Students will engage in dramatic activities that reflect historical times and cultures. <input type="checkbox"/> AH-07-4.3.4 Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, 		

Grade 7 Drama	Unit 5: Greek Drama		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	make-up)		

Grade 7 Visual Arts	Unit 6: Greek/Roman		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements and principals to create art?</p> <p>2. How can we create artwork using various media & processes?</p> <p>3. How does the artwork reflect the culture & styles?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-7-VA-1 Explain how elements of art (line, shape, color, form, texture, space, value) and principles of design (balance, emphasis, pattern, repetition, contrast, movement, rhythm, proportion, unity) are used to create works of art. <input type="checkbox"/> AH-7-VA-2 Make art for specific purposes using elements of art and principles of design <input type="checkbox"/> AH-7-VA-3 Compare and contrast visual products which illustrate elements of art and principles of design <input type="checkbox"/> AH-7-VA-4 Refine use of elements of art and principles of design when providing two- and three-dimensional artwork. <input type="checkbox"/> AH-7-VA-5 Continue to develop a positive self-concept about one’s own work and recognize the value of others’ (peers and artists) works. <input type="checkbox"/> AH-7-VA-6 Use and care for an expanding number of art tools and materials in a safe and proper manner. <input type="checkbox"/> AH-7-VA-7 Compare and contrast visual effects created by using different media and/or processes. <input type="checkbox"/> AH-7-VA-8 Use a variety of art media, processes, and subject matter to communicate ideas, feelings and experiences. <input type="checkbox"/> AH-7-VA-9 Use art media, techniques, and 	<ul style="list-style-type: none"> <input type="checkbox"/> Amphora <input type="checkbox"/> Aqueduct <input type="checkbox"/> Concrete <input type="checkbox"/> Frieze <input type="checkbox"/> Round arch <input type="checkbox"/> Triumphal arch <input type="checkbox"/> Color <input type="checkbox"/> Line <input type="checkbox"/> Texture <input type="checkbox"/> Shape <input type="checkbox"/> Form <input type="checkbox"/> Space <input type="checkbox"/> Balance <input type="checkbox"/> Symmetrical <input type="checkbox"/> Asymmetrical <input type="checkbox"/> Movement <input type="checkbox"/> Emphasis <input type="checkbox"/> Rhythm <input type="checkbox"/> Ceramics <input type="checkbox"/> Coil <input type="checkbox"/> Pinch-pot <input type="checkbox"/> Slab <input type="checkbox"/> Bisque <input type="checkbox"/> Glaze <input type="checkbox"/> Greenware <input type="checkbox"/> Kiln <input type="checkbox"/> Wedging 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss chapter 7 “Art of Greece and Rome” in <u>Understanding Art</u>, before completing the Review on page 111. <input type="checkbox"/> Complete a work sheet over chapter 7 of fill in the blank, matching, and true/false questions. <input type="checkbox"/> Compare Greek art with Roman art for an open-response question. <input type="checkbox"/> Review ceramic vocabulary and rubric for the project before creating a sketch of an idea for a ceramic project with Greek or Roman influence (an amphora, triumphal arch, or building). <input type="checkbox"/> Create a ceramic project with Greek or Roman influence using the ceramic techniques of pinch-pot, coil, and slab and following the given rubric. <input type="checkbox"/> Present this ceramic project to the class by describing, analyzing, interpreting, and judging this work. <input type="checkbox"/> Review Elements & Principles of Art 6.

Grade 7 Visual Arts	Unit 6: Greek/Roman		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>processes skillfully.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-7-VA-10 Describe the significance of artists' roles in society. <input type="checkbox"/> AH-7-VA-11 Compare and contrast artworks of various cultures, purposes, styles, and time periods. <input type="checkbox"/> AH-7-VA-12 Explain contributions of various cultures to visual arts. <input type="checkbox"/> AH-7-VA-13 Communicate the influences of time, place, and personality on art forms and practices. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.4.1 Students will analyze works of art using elements of art and principles of design. DOK 3 <p><u>Elements of Art:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), and value (darkness or lightness, tints or shades) <p><u>Principles of Design:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Balance, (symmetrical/asymmetrical), Emphasis, (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement. <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.4.2 students will describe a variety of art media and art processes. DOK 2 		

Grade 7 Visual Arts	Unit 6: Greek/Roman		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u> – crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel <input type="checkbox"/> <u>Three-dimensional</u> – clay, papier-mâché, found objects (assemblages) <p>Art Processes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u> – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), printmaking <input type="checkbox"/> <u>Three-dimensional</u> – ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting) <input type="checkbox"/> <u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective) <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3 <p>Periods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classical Greece – Presents the universal ideal of beauty through logic, order, reason, and moderation. Western civilization was heavily influenced by Classical Greece. (architecture, sculpture, pottery) <input type="checkbox"/> Ancient Rome – Continuation of Classical Greek traditions in the arts , advancement of architecture 		

Grade 7 Visual Arts	Unit 6: Greek/Roman		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>(Pantheon, Coliseum, arch, vault, dome)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ancient Egypt – Monumental structures (e.g., pyramids, sphinx), visual arts reflect religion and belief in immortality <input type="checkbox"/> Medieval – Appeals to emotions and stresses the importance of religion. (Gothic and Romanesque architecture, basic characteristics and influence of Roman techniques) <input type="checkbox"/> AH-07-3.4.1 Students will identify or explain how art fulfills a variety of purposes. DOK 2 <p>Purposes of Art: (different roles of art)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies <input type="checkbox"/> <u>Artistic expression</u> – artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects) <input type="checkbox"/> <u>Narrative</u> – artworks that tell stories, describe and illustrate experiences or communicate ideas or information, art to document important or historical events <input type="checkbox"/> <u>Functional</u> – artistic objects used in everyday life <input type="checkbox"/> <u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.) 		

Grade 7 Visual Arts	Unit 6: Greek/Roman		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<input type="checkbox"/> AH-07-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas. <input type="checkbox"/> AH-07-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.		

Grade 7 Visual Arts	Unit 7: Elements and Principles of Design		Suggested Length: 7 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements and principals to create art?</p> <p>2. How can we create artwork using various media & processes?</p> <p>3. How does the artwork reflect the culture & styles?</p>	<p><u>Program of Studies</u></p> <input type="checkbox"/> AH-7-VA-1 Explain how elements of art (<i>line, shape, color, form, texture, space, value</i>) and principles of design (<i>balance, emphasis, pattern, repetition, contrast, movement, rhythm, proportion, unity</i>) are used to create works of art. <input type="checkbox"/> AH-7-VA-2 Make art for specific purposes using elements of art and principles of design <input type="checkbox"/> AH-7-VA-3 Compare and contrast visual products which illustrate elements of art and principles of design <input type="checkbox"/> AH-7-VA-4 Refine use of elements of art and principles of design when providing two- and three-dimensional artwork. <input type="checkbox"/> AH-7-VA-5 Continue to develop a positive self-concept about one's own work and recognize the value of others' (peers and artists) works. <input type="checkbox"/> AH-7-VA-6 Use and care for an expanding number of art tools and materials in a safe and proper manner.	<input type="checkbox"/> Color <input type="checkbox"/> Hue <input type="checkbox"/> Value <input type="checkbox"/> Intensity <input type="checkbox"/> Monochromatic color scheme <input type="checkbox"/> Analogous color scheme <input type="checkbox"/> Warm or cool color scheme <input type="checkbox"/> Complementary color scheme <input type="checkbox"/> Line <input type="checkbox"/> Shape <input type="checkbox"/> Geometric <input type="checkbox"/> Organic <input type="checkbox"/> Form <input type="checkbox"/> Space <input type="checkbox"/> Texture <input type="checkbox"/> Balance <input type="checkbox"/> Symmetrical or formal	<input type="checkbox"/> Review Ch.1, "The Language of Art", in <u>Understanding Art</u> , and complete the review on page 15. <input type="checkbox"/> Complete a work sheet over Ch. 1 of matching, illustrations, and true/false questions. <input type="checkbox"/> Complete an open-response question where he/she will choose three elements of art and three principles of art. He/she will then describe how these elements and principles are used in a particular artwork. <input type="checkbox"/> Complete a worksheet on "The Language of Art in Your Home," where the elements and principles are applied to a home setting (reality). <input type="checkbox"/> Design an ideal room for a teenager, using the elements and principles of design, and following the rubric given. This can be either a "solo" project or with a partner, usually in the form of a diorama. <input type="checkbox"/> Present the completed project to the class and explain how the elements and principles of design were used and how this room is "ideal" for a teenager.

Grade 7 Visual Arts	Unit 7: Elements and Principles of Design		Suggested Length: 7 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> AH-7-VA-7 Compare and contrast visual effects created by using different media and/or processes. <input type="checkbox"/> AH-7-VA-8 Use a variety of art media, processes, and subject matter to communicate ideas, feelings and experiences. <input type="checkbox"/> AH-7-VA-9 Use art media, techniques, and processes skillfully. <input type="checkbox"/> AH-7-VA-10 Describe the significance of artists' roles in society. <input type="checkbox"/> AH-7-VA-11 Compare and contrast artworks of various cultures, purposes, styles, and time periods. <input type="checkbox"/> AH-7-VA-12 Explain contributions of various cultures to visual arts. <input type="checkbox"/> AH-7-VA-13 Communicate the influences of time, place, and personality on art forms and practices. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.4.1 Students will analyze works of art using elements of art and principles of design. DOK 3 <p><u>Elements of Art:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), and value (darkness or lightness, tints or shades) <p><u>Principles of Design:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Balance, (symmetrical/asymmetrical), Emphasis, (focal point), Contrast (e.g., 	<ul style="list-style-type: none"> <input type="checkbox"/> Asymmetrical or informal <input type="checkbox"/> Radial <input type="checkbox"/> Variety <input type="checkbox"/> Harmony <input type="checkbox"/> Emphasis <input type="checkbox"/> Proportion <input type="checkbox"/> Movement <input type="checkbox"/> Rhythm <input type="checkbox"/> Unity 	

Grade 7 Visual Arts	Unit 7: Elements and Principles of Design		Suggested Length: 7 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>black/white, rough/smooth), Rhythm, Proportion, Movement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-1.4.2 students will describe a variety of art media and art processes. DOK 2 <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u> – crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel <input type="checkbox"/> <u>Three-dimensional</u> – clay, papier-mâché, found objects (assemblages) <p>Art Processes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u> – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), printmaking <input type="checkbox"/> <u>Three-dimensional</u> – ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting) <input type="checkbox"/> <u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective) <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas. <input type="checkbox"/> AH-07-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings, and experiences. 		

Grade 7 Visual Arts	Unit 8: Art of the Earliest Times (prehistoric, Egyptian, Ancient China, India, & Mesopotamia)		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements and principals to create art?</p> <p>2. How can we create artwork using various media & processes?</p> <p>3. How does the artwork reflect the culture & styles?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-7-VA-1 Explain how elements of art (<i>line, shape, color, form, texture, space, value</i>) and principles of design (<i>balance, emphasis, pattern, repetition, contrast, movement, rhythm, proportion, unity</i>) are used to create works of art. <input type="checkbox"/> AH-7-VA-2 Make art for specific purposes using elements of art and principles of design <input type="checkbox"/> AH-7-VA-3 Compare and contrast visual products which illustrate elements of art and principles of design <input type="checkbox"/> AH-7-VA-4 Refine use of elements of art and principles of design when providing two- and three-dimensional artwork. <input type="checkbox"/> AH-7-VA-5 Continue to develop a positive self-concept about one’s own work and recognize the value of others’ (peers and artists) works. <input type="checkbox"/> AH-7-VA-6 Use and care for an expanding number of art tools and materials in a safe and proper manner. <input type="checkbox"/> AH-7-VA-7 Compare and contrast visual effects created by using different media and/or processes. <input type="checkbox"/> AH-7-VA-8 Use a variety of art media, processes, and subject matter to communicate ideas, feelings and experiences. <input type="checkbox"/> AH-7-VA-9 Use art media, techniques, and processes skillfully. <input type="checkbox"/> AH-7-VA-10 Describe the significance of artists’ roles in society. <input type="checkbox"/> AH-7-VA-11 Compare and contrast artworks of various cultures, purposes, styles, and time periods. <input type="checkbox"/> AH-7-VA-12 Explain contributions of various cultures to visual arts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Culture <input type="checkbox"/> Megaliths <input type="checkbox"/> Post and lintel system <input type="checkbox"/> Stele <input type="checkbox"/> Urban planning <input type="checkbox"/> Ziggurat <input type="checkbox"/> Hieroglyphic <input type="checkbox"/> Pharaoh <input type="checkbox"/> Pyramid <input type="checkbox"/> Mastaba <input type="checkbox"/> Profile <input type="checkbox"/> Convention 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss chapter 4, “Art of Earliest Times,” in <u>Understanding Art</u>, before completing the review on page 65. <input type="checkbox"/> Complete a worksheet over chapter 4, which includes multiple-choice, fill-in-the-blank, and matching questions. <input type="checkbox"/> Choose two of these ancient civilizations: Egypt, China, India, and Mesopotamia to discuss in an open-response question about the similarities and differences between the art of those two cultures. <input type="checkbox"/> Create a painting about his/her environment using earth pigment paints that he/her has made from local earth minerals. At least half the paint used will be made from natural earth pigments. Use thin and built-up layers of this paint for different textures to add variety to the work. The rest of the painting will be done with two hues of school acrylics, plus black and white. An animal should be somewhere in the painting, so as to provide another connection to cave art. <input type="checkbox"/> Present project to the class by describing, analyzing, interpreting, and judging it. <input type="checkbox"/> Create a painting with Egyptian influence/conventions.

Grade 7 Visual Arts	Unit 8: Art of the Earliest Times (prehistoric, Egyptian, Ancient China, India, & Mesopotamia)		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><input type="checkbox"/> AH-7-VA-13 <i>Communicate the influences of time, place, and personality on art forms and practices.</i></p> <p><u>Core Content</u></p> <p><input type="checkbox"/> AH-07-1.4.2 students will describe a variety of art media and art processes. DOK 2</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><input type="checkbox"/> <u>Two-dimensional</u> – crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><input type="checkbox"/> <u>Three-dimensional</u> – clay, papier-mâché, found objects (assemblages)</p> <p>Art Processes:</p> <p><input type="checkbox"/> <u>Two-dimensional</u> – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), printmaking</p> <p><input type="checkbox"/> <u>Three-dimensional</u> – ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><input type="checkbox"/> <u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p><input type="checkbox"/> AH-07-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3</p>		

Grade 7 Visual Arts	Unit 8: Art of the Earliest Times (prehistoric, Egyptian, Ancient China, India, & Mesopotamia)		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>Periods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classical Greece – Presents the universal ideal of beauty through logic, order, reason, and moderation. Western civilization was heavily influenced by Classical Greece. (architecture, sculpture, pottery) <input type="checkbox"/> Ancient Rome – Continuation of Classical Greek traditions in the arts, advancement of architecture (Pantheon, Coliseum, arch, vault, dome) <input type="checkbox"/> Ancient Egypt – Monumental structures (e.g., pyramids, sphinx), visual arts reflect religion and belief in immortality <input type="checkbox"/> Medieval – Appeals to emotions and stresses the importance of religion. (Gothic and Romanesque architecture, basic characteristics and influence of Roman techniques) <input type="checkbox"/> AH-07-3.4.1 Students will identify or explain how art fulfills a variety of purposes. DOK 2 <p>Purposes of Art: (different roles of art)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies <input type="checkbox"/> <u>Artistic expression</u> – artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects) <input type="checkbox"/> <u>Narrative</u> – artworks that tell stories, 		

Grade 7 Visual Arts	Unit 8: Art of the Earliest Times (prehistoric, Egyptian, Ancient China, India, & Mesopotamia)		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>describe and illustrate experiences or communicate ideas or information, art to document important or historical events</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Functional</u> – artistic objects used in everyday life <input type="checkbox"/> <u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.) <ul style="list-style-type: none"> <input type="checkbox"/> AH-07-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas. <input type="checkbox"/> AH-07-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings, and experiences. 		