

## Wilson Area School District Planned Course Guide

**Title of planned course:** 7th Grade Art

**Subject Area:** Art

**Grade Level:** 7th

**Course Description:** This course builds upon students prior knowledge and expands the students' understanding of Elements and Principles of Design. In addition, cross curricular components continue to be incorporated throughout the art experience. Students will expand their repertoire of art presentation in the areas of painting, drawing, and sculpture. Students will also be able to apply the process of criticism to identify characteristics among different artworks and styles.

**Time/Credit for this Course:** 7 weeks (36 classes) Students meet everyday for the rotation.

**Curriculum Writing Committee:** Regina Moyer

## Planned Course Materials

**Course Title:** 7th Grade Art

**Textbook:** Art a Global Pursuit

### **Teacher Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Colleagues
- Artists and visuals:

#### **Claude Monet:**

Artworks: *The Magpie, Rowing Boats, Flowers and Fruit, The Tea Set, Impression-Sunrise, Les Coquelicots, The Seine at Argenteuil, The Banks of the Seine at Courbevoie, Custom's House-Morning Effect, Field of Tulips in Holland, Woman with a Parasol, Grainstacks -White Frost-Sunrise, The Bridge in Monet's Garden (all seasons), Waterloo Bridge - Grey Day, Le Jardin de l'artiste à Giverny, Twilight Venice, Water Lilies*

#### **Edouard Manet:**

Artworks: *Peonies in a Vase, The Grand Canal of Venice, Flowers in a Crystal Vase, Claude Monet Painting in his Studio Boat*

#### **Mary Cassatt:**

Artworks: *Feeding the Ducks, Lydia Seated in the Garden with a Dog in her Lap, Lilacs in a Window*

#### **Edgar Degas:**

Artworks: *The Dance Class, Rehearsal on Stage, Dancers at the Bar, Waiting, Before the Race, Three Dancers in Yellow Skirts*

#### **Vincent van Gogh:**

Artworks: *The Starry Night, Self Portrait, Irises, Almond Blossoms, Wheatfield with Crows, Vases with Fifteen Sunflowers, Cafe Terrace at Night, Bedroom in Arles, Starry Night over the Rhone, The Bedroom*

#### **Paul Cezanne:**

Artworks: *Mont Sainte-Victoire, Apples and Oranges, The Artist's Father Reading- L'Evenement, Three Pairs, Still Life with Curtain and Flowered Pitcher*

**Pierre-Auguste Renoir:**

Artworks: *Two Sisters, The Umbrellas, A Girl with a Watering Can, Moss Roses, Woman with a Parasol in a Garden, Venice-Fog, Flowers in a Vase, The Skiff, The Garden in Rue Cortot Montmartre*

**Georges Seurat:**

Artworks: *The Circus, The Eiffel Tower, A Sunday Afternoon on the Island of La Grande Jatte, Le Bec du Hoc-Grandcamp*

**Charles McGee:**

Artworks: *Rhapsody in Black and White, United We Stand, Unity, Spirit Renewal, Celebration, Progression, Playscape II, Spectral Rhythms, Lineage, Unity III, Time Structure*

**Andy Warhol:**

Artworks: *Campbell's Soup Cans, Campbell's Soup I, Brillo Box, Campbell's Soup Can (Onion) and (Beef Noodle), 100 Cans, Marilyn Diptych, Mickey*

**Roy Lichtenstein:**

Artworks: *Bedroom at Arles, Baked Potato, Crying Girl, Alka Seltzer, Pop*

**Claes Oldenburg and Coosje van Bruggen:**

Artworks: *Spoonbridge and Cherry, Floor Cake, Profiterole, Two Cheeseburgers, Trowel, Dropped Cone, Flying Pins, Paint Brush, Three Way Plug,*

**Wayne Thiebaud:**

Artworks: *Cakes, Confections, Dessert Tray, Three Cones, Three Machines, Display Cakes, Cut Meringues, Two Seated, Bakery Counter, Candied Apples, "Pies, Pies, Pies", Levee Farms, Neapolitan Cupcakes, Yellow Mickey Mouse Cake, Cakes and Pies, Lipsticks, Three Strawberry Milkshakes, Lemon Meringue Pie, Two Paint Cans*

## Curriculum Map

**Week 1:** Design (Elements and Principles)

**Week 2 and 3:** Color and Painting

**Week 4:** Drawing (2-D)

**Week 5 and 6:** Sculpture (3-D)

## Curriculum Scope & Sequence

**Planned Course:** 7th Grade Art

**Unit:** Design (Elements and Principles)

**Time frame:** 9 days

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

**Essential content/objectives:** At end of the unit, students will be able to:

- Apply the Elements (color, shape, line, space, texture, value) and Principles (balance, contrast, emphasis, movement, proportion, repetition, harmony) of design to a preliminary sketch to create a unique design
- Understand and articulate vocabulary for techniques, materials used and elements and principles of design
- Demonstrate proper, safe handling of tools and media

**Core Activities:** Students will complete/participate in the following:

- Design unique projects using the Elements and Principles of Design (e.g. Zentangles, Lettering, Posters...)

**Extensions:**

- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

**Remediation:**

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

**Materials & Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios

- Art supplies

**Assessments:**

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
  - Class
  - Teacher
  - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 7th Grade Art

**Unit:** Color / Painting

**Time frame:** 9 days

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

**Essential content/objectives:** At end of the unit, students will be able to:

- Use prior color theory knowledge in paintings
- Create drawings to be altered into paintings
- Demonstrate an understanding of spatial relations and use of perspective with paintings
- Understand various painting styles by viewing posters, slides, and computer sites
- Demonstrate an understanding of foreground, middle-ground and background

**Core Activities:** Students will complete/participate in the following:

- Creating projects to represent Color and Painting, (e.g. Impressionism, Name designs, and advertisements....)

**Extensions:**

- Research Impressionist artists and compare and contrast artists from Impressionism and Post-Impressionist styles.
- Create original oil pastel design in the Impressionist style.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

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**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

**Materials & Resources:**

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**Assessments:**

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  - Teacher
  - Self
- Oral questioning
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## Curriculum Scope & Sequence

**Planned Course:** 7th Grade Art

**Unit:** Drawing (2-D)

**Time frame:** 9 days

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

**Essential content/objectives:** At end of the unit, students will be able to:

- Recognize the Elements and Principles of Design
- Understand how the picture plane relates to composition
- Demonstrate care of equipment and supplies properly
- Make thumbnail sketch or sloppy copies to transfer to a final copy
- Draw with various media: pencil, pen, brush
- Comprehend and articulate vocabulary

**Core Activities:** Students will complete/participate in the following:

- Contour Drawings
- Zentangles
- Shading and Value techniques
- Choice of different Still lifes with options of shading techniques
- Pencil, charcoal, and oil pastels to expand drawing skills with a variety of media

**Extensions:**

- Museum exploration on internet and interactive sites
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time

**Remediation:**

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

**Materials & Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

**Assessments:**

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## Curriculum Scope & Sequence

**Planned Course:** 7th Grade Art

**Unit:** Sculpture (3-D)

**Time frame:** 9 days

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.H, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.E, 9.2.8.G, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.4.8.D.

**Essential content/objectives:** At end of the unit, students will be able to:

- Recognize forms as objects with three dimensions
- Design and construct three dimensional forms from various materials: clay, papier mache, paper, wire
- Understand the concept of spatial relationships
- Recognize and be able to identify artwork from a number of artists and cultures
- Develop skills in handling the tools and materials of 3 - D media
- Comprehend and articulate vocabulary to identify technique and media

**Core Activities:** Students will complete/participate in the following:

- Unique sculptures from various materials: clay, papier mache, paper, and wire

**Extensions:**

- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view sculptures.
- Using found objects, construct a 3-D structure to represent a theme or emotion.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Websites approved by teacher

**Remediation:**

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion

**Materials & Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Internet
- VHS/DVD
- Portfolios
- Art supplies

**Assessments:**

- Teacher observation
- Portfolios: Projects and presentations
- Critique:
  - Class
  - Teacher
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