Catasauqua Area School District
Planned Course of Study

Course Title: Visual Art

Grade Level(s): 7th Grade

Course Description

The 7th Grade Visual Art Curriculum will introduce students to brand new techniques for drawing and creating art. There will be continuation of knowledge from previous years, like the elements of art, critique process and various specific skills. 7th Grade Visual Art Curriculum will focus on the introduction and use of the principles of art along with elements of art, new techniques and technologies.

Projects will be cross-curricular throughout the course, specifically Math, Science, English and Social Studies. There will be an introduction to new technology like Hummingbird kits and the Sketchbook App. Students will have the opportunity to explore Native American culture and art along with the Pop Art movement.

Students will move from discussing the critique process to beginning to formally critique. This will be done in verbal and written form using complex vocabulary to express thoughts, ideas and opinions. In the 7th Grade Visual Art Curriculum the critique process will be an important part of each project. Students have now learned the elements and principles of art and will be able to express their understanding in written form through critiques.

Essential Questions

1. How does a reflective, creative process unfold over time?
2. How are artists influenced by their experiences, emotions, ideas and cultures?
3. How can artists call attention to social issues?
4. How do historical and cultural contexts influence how art is made and interpreted?
5. Why do artists engage in critical response?
6. How do personal experiences influence the way people respond to art?

Competencies

1. Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.
2. Create works of art that reflect their experiences, emotions, ideas and/or culture.
3. Create a work of art that calls the viewer to action.
4. Interpret the meaning of a specific work of art in the context of the historical time and culture in which it was made.
5. Engage in critical discussion with peers to describe, analyze, interpret, and evaluate a work of art.
6. Articulate personal responses to works of art and explain how and why their personal experiences have affected their response.

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Course Syllabus			
Course Content	**Tentative Timeframe**	**National Standards**	**State Standards**
Establish art room rules, procedures and expectations	1 Lesson	1	9.1.8.H
Recognize, conceptualize and produce artwork using various media, techniques and technologies -Grid drawing -Sketchbook App -Printmaking	Throughout the marking period	1	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G 9.1.8.J 9.1.8.K
Develop skills to organize artwork, materials and presentations -Elements of Art -Principles of Art	Throughout the marking period	2	9.1.8.A 9.1.8.D 9.1.8.F 9.1.8.H 9.1.8.I
Refine and reflect on choices in artwork	Throughout the marking period	3	9.4.8.A 9.4.8.B 9.4.8.D
Prepare and analyze artwork for presentation	Occasionally throughout the marking period	4 5	9.4.8.B 9.4.8.C
Understand and relate visual art in relation to history and culture -Native American Culture Art -Pop Art Movement	Occasionally throughout marking period	6 10 11	9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.D 9.2.8.F 9.2.8.K 9.2.8.L
Engage in the process of art criticism	Occasionally throughout marking period	7 8 9	9.3.8.A 9.3.8.B 9.3.8.C 9.3.8.D

Make connections between visual arts and other disciplines	Occasionally throughout marking period	6	9.2.5.F

Teaching Strategies Utilized

Teacher Demonstrations	Direct Instruction	Student Production of Work
Critical evaluation	Group Collaboration	Station Rotations
Think-Pair Share	Self-Assessment	

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Establish art room rules, procedures and expectations 1. Introduce students to physical space of the classroom 2. Establish expectations for projects 3. Review behavior policies for classroom and school 4. Establish routines or art room cleanliness	AW K AP M R	First Day of Class Distributed Syllabus Ungraded Pre-Quiz through technology Class Discussion	Class Discussion Pop Quiz	2 5	9.1.8.H

Resources/Materials
iPads, Projector, Online Classroom (Google)

Interdisciplinary Relationships
N/A

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Recognize, conceptualize and produce artwork using various media, techniques and technologies 1. Further their knowledge of the elements of art to create and understand works in the arts 2. Define and use the principles of art to create works in the arts 3. Communicate experiences, themes, stories and emotions through various media, techniques and technologies 4. Describe and explain reasoning for use of media, techniques and technologies used 5. Explain the functions and benefits of practice in the process of creating art. 6. Manipulate specific traditional and contemporary technologies to produce art	AW K AP M R	Principles of Art Escape Room Nearpod Agamograph (Grid drawing) Totem Poles (Sketchbook App) Pop Art/Andy Warhol (Printmaking and Self-Portraits) Hummingbird kits, Micro bits and 3D printing	Class Discussions Self-Assessment Production of Work Rubric for grading Group and Written critiques Teacher Observation	1	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G 9.1.8.J 9.1.8.K

Resources/Materials

iPads, Projector, Google Slides, Nearpod, Escape Room Supplies, Construction paper, rulers, printer, Google Docs, Colored pencils, erasers, Elmer's glue, bristol board, graphite pencils, cardboard, paint, laser engraver, Sketchbook App, drawing paper, Ink, Linoleum, brayer, inking plate, blades, baren, Hummingbird kits and 3D printer

Interdisciplinary Relationships

21st Century Skills-Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Initiative and Self-Direction, Productivity and Accountability
Math-Measurements, Addition/Subtraction, Multiplication/Division and Geometry
ELA-Writing (Grammar/Spelling) and Speaking/listening
Science-Robotics and modelling
Social Studies-Art history, world cultures
Technology-Use of iPads for Nearpod, Escape Room, Photography, and research. Hummingbird bit kits and 3D printing

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Develop skills to organize pieces in artwork, materials and presentation 1. Understand the use of elements of art to organize a piece of art 2. Recognize the importance of the principles of art in the organization of a piece of art 3. Use visual structures and functions of art to communicate ideas 4. Use and maintain art materials and tools in a safe and responsible manner 5. Explain the process of preparing and organizing artwork for presentation	AW K AP M R	Principles of Art Escape Room Nearpod Agamograph (Contrast/Scale/Movement) Totem Poles (Pattern/Emphasis/Proportion) Pop Art/Andy Warhol (Balance/Unity/Pattern) Hummingbird kits, Micro bits and 3D printing	Class Discussions Self-Assessment Production of Work Rubric for grading Group Critiques and Gallery Walks Teacher Observation	2	9.1.8.A 9.1.8.D 9.1.8.F 9.1.8.H 9.1.8.I

Resources/Materials

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Refine and reflect on choices of subject matter, techniques and ideas made in artwork 1. Complete concise artist statements explaining choices in one's own artwork 2. Identify symbols and meanings in various artwork from historical, contemporary and modern artists 3. Refine choices made during creation of artwork 4. Communicate and improve upon artistic decisions made in artwork	AW K AP M	Artists statements written for Agamographs and Totem Poles Nearpod Pop Art/Andy Warhol (Practice and Final) Discussions/group work for Hummingbird kits, Micro bits and 3D printing	Class Discussions Self-Assessment Production of Work Rubric for grading Group/Written Critiques Gallery Walks with artist statements	3	9.4.8.A 9.4.8.B 9.4.8.D

Resources/Materials

iPads, Projector, Google Slides, Nearpod, Construction paper, rulers, printer, Google Docs, graphite pencils, cardboard, paint, laser engraver, Sketchbook App, drawing paper, Ink, Linoleum, brayer, inking plate, blades, baren, Hummingbird kits and 3D printer

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The student will be able to: Prepare and analyze artwork for presentation 1. Decide upon images, subject matter and ideas that will best be presented for viewers 2. Investigate technologies in presentation of artwork 3. Take beginning steps to prepare their own artwork for presentation	AW K AP M	Pop Art/Andy Warhol (Printmaking) Totem Poles (Specific images related to Native American culture) Matting/Signing projects for presentation	Class Discussions Self-Assessment Production of Work Group Critiques	4 5	9.4.8.B 9.4.8.C

Resources/Materials

iPads, Projector, Google Slides, Nearpod, graphite pencils, cardboard, paint, laser engraver, Sketchbook App, drawing paper, Ink, Linoleum, brayer, inking plate, blades, and baren

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The student will be able to: Understand and relate visual art in relation to history and culture 1. Describe and recognize historical and cultural context in artwork 2. Convey and explain historical and cultural meanings in artwork 3. Use vocabulary to correctly relay information on artwork from specific art movements (Pop Art) 4. Understand and appreciate how time and traditions can be reflected in artwork	AW K AP M R	Nearpod Pop Art/Andy Warhol (Pop Art Movement-related events) Totem Poles (Native American culture) Individual critique of artwork from specific time period	Class Discussions Production of Work Individual Critiques	6 10 11	9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.D 9.2.8.F 9.2.8.K 9.2.8.L

Resources/Materials

iPads, Projector, Google Slides, Nearpod, printer, Google Docs, erasers, graphite pencils, cardboard, paint, laser engraver, Sketchbook App, drawing paper, Ink, Linoleum, brayer, inking plate, blades, and baren

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Engage in the process of art criticism 1. Use the process of art criticism through discussion 2. Compare and contrast important characteristics of artwork using complex vocabulary 3. Express one's view on a piece of artwork in small group discussion and written form 4. Critique one's own artwork during and after creation	AW K AP M	Group/Individual critique of artwork: Agamographs Pop Art/Andy Warhol (Pop Art Movement) Totem Poles (Native American Artwork)	Group/Individual Critique Gallery Walk Think-Pair-Share	7 8 9	9.3.8.A 9.3.8.B 9.3.8.C 9.3.8.D

Resources/Materials

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	National Standard	PA Stand.
The student will be able to: Making connections between visual arts and other disciplines. 1. Understand and use similarities and differences between characteristics of the visual arts and other disciplines 2. Identify connections between the visual arts and other disciplines in the curriculum	AW K AP M R	Totem Poles (Social Studies/English) Pop Art/Andy Warhol (Social Studies/English) Agamograph (Math) Hummingbird kits, Micro bits and 3D printing (Science)	Class Discussions Group/Individual Critiques Production of work Rubric for grading	6	9.2.5.F

Resources/Materials

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