VISUAL ARTS
7th Grade

Course Overview:
In 7 grade art, students continue to develop artistic processes that use a wide range of media involving the elements and principles of design. Both 2-D and 3-D art works that promote imagination and individuality are created. Students continue to explore art from many nations, cultures, and time periods. Students also learn how art plays an important part in society and an enriched future of lifelong learning.

Vocabulary: Abstract, Acrylics, Additive, Analogous, Art Criticism, Asymmetry, Background, Balance, Collage, Color, Color Relationships, Composition, Contemporary Art, Content, Contour Line Drawings, Contrast, Cool Colors, Design, Distortion, Dominance, Elements of Art, Emphasis, Expressive Content, Figurative, Foreground, Focal Point, Form, Function, Hue, Installation Art, Intensity, Line, Linear Perspective, Mass, Maquette, Media, Middle Ground, Mixed Media, Monochromatic, Mood, Motif, Movement, Multimedia, Negative Space, Neutral Colors, One-point Perspective, Organic, Pattern, Perspective, Point of View, Portfolio, Positive, Printmaking, Primary Colors, Principles of Design, Properties of Color, Proportion, Reflection, Rhythm, Rubric, Scale, Secondary Colors, Shade, Shape, Space, Still Life, Structure, Style, Subtractive, Symmetry, Texture, Theme, Three-dimensional, Tint, Tone, Traditional Art, Two-dimensional, Two-point Perspective, Unity, Value, Variety, Visual Metaphor, Volume, Warm Colors, Watercolor.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.7a Apply methods to overcome creative blocks

  - I can devise multiple solutions to any given art problem.
  - I can use improvisation/experimentation to determine solutions.
  - I can collaborate with others to generate ideas for a work of art.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from

established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.

- I can explore multiple ways to express my ideas as I plan a work of art.
- I can create an artwork from original ideas based on identified themes, symbols, events, and personal experiences.
- I can choose a course of action using two-dimensional processes to create a work of art.
- I can choose a course of action using three-dimensional processes to create a work of art.

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

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works.

- I can apply the elements of art and principles of design to an original work of art.
- I can select appropriate materials and sources to demonstrate various types of drawings, painting printmaking, graphic arts and sculpture.
- I can achieve clarity of expression by experimenting and practicing with a variety of media.
- I can build a collection of artwork that represents a range/variety of experiences.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** 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?

VA:Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

- I can demonstrate responsible behavior regarding my safety and the safety of others when online.
- I can convey intended meaning using various forms of technology and processes.
- I can explore and examine possible viewer responses presented by various images, media and techniques.

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

VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

- I can demonstrate understanding of the elements of art and principles of design in a variety of media.
- I can use art materials, techniques, technologies and processes to create specific responses.
- I can create an original artwork based on personal ideas, experiences. themes, symbols and events.
- I can demonstrate my ability to use conceptual ideas.
- I can apply the rules of 2 point perspective to create the illusion of 3-D space.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

- I can describe how my ideas relate to various subject matter, symbols or media in an original work of art.
- I can evaluate the quality and effectiveness of my own artwork.
- I can apply criticism to my own artwork.
- I can predict and evaluate potential responses to my own artwork.

PERFORMING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

- I can explain the how experiencing an artwork in person might differ from experiencing the same artwork as a reproduction.
- I can explain why an artist might choose to work with certain media and processes over others.
- I can compare and contrast examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

- I can exhibit craftsmanship and completion as I prepare and revise works for presentation.
- I can exhibit my artwork that demonstrates my understanding of art concepts.
- I can explain my choices in completing and individualizing my artwork for presentation.
- I can organize works for presentation based on common visual and conceptual themes.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

- I can compare and contrast various types of art viewing experiences in galleries, public spaces, museums or places of worship.
- I can compare and contrast examples of historical, contemporary, and traditional arts, including American Indian art.
- I can demonstrate appropriate audience behavior for the context and style of art being presented.

RESPONDING:

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

- I can compare and contrast multiple venues in which a viewer might experience works of art.
- I can determine and describe how a work of art shows connection to societal, cultural change or preservation, including American Indian culture and art.
- I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.7a Analyze multiple ways that images influence specific audiences.

- I can describe how emotion and expression are implicit in creating art.
- I can describe and compare a variety of individual responses to works of art.
- I can describe the influence of personal experience on the interpretation of works of art.
- I can analyze contemporary and historical meanings in specific artworks through critical and aesthetic inquiry process.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

- **Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA.Re8.1.7a Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

- I can analyze artistic choices in my own artwork and the artwork of others.
- I can recognize and classify the elements of art and principles of design in a work of art.
- I can interpret the purpose of art objects in historical and cultural contexts.
- I can compare various reasons for creating works of art.
- I can analyze how artworks communicate meaning using problem solving, personal decisions and expression.

Anchor standard 9: Apply criteria to evaluate artistic work

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why ight criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

- I can evaluate the quality and effectiveness of my artwork and the work of others.
- I can analyze historical meanings in specific artworks through critical and aesthetic inquiry process.
- I can develop and apply criteria for evaluating quality and effectiveness of a work of art.
- I can explain how specific criteria are appropriate to analyze a given style of an artwork.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

- I can help build a collection of artwork that reflects a range/variety of experiences.
- I can explain how works of art reflect the environment in which they were created.

- I can compare similar art-making traditions across different times, places and cultures.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

- I can explain how works of art reflect the environment in which they are created.
- I can explain how history/culture and the Arts influence each other.
- I can analyze characteristics of works of art in relation to particular cultures, times, and places in the context in which they were created.
- I can determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.