









MS 7 Art

Maine Virtual Academy

UNITS (8/8 SELECTED)

-  Unit 1: Start Here!
-  Unit 2: Why Art Matters
-  Unit 3: Let's Paint!
-  Unit 4: Refresh!
-  Unit 5: Pen
-  Unit 6: Watercolors
-  Unit 7: Drawing
-  Unit 8: Mixed Media

SUGGESTED DURATION

10 teaching days

16 teaching days

37 teaching days

4 teaching days

15 teaching days

24 teaching days

15 teaching days

26 teaching days

Unit 1: Start Here!

MS 7 Art

UNIT SUMMARY

This Unit is designed for students to get comfortable with the requirements for this course, along with giving the Teacher a means to get to know them better and assess their art experience.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	B3.c.
Communicate a variety of ideas, feelings, and meanings.	
	C1.a.
Fluency	
	E5.a.
Getting along with others	
	E5.b.
Respecting differences	
	E5.f.
Accepting responsibility for personal behavior	
	E5.g.
Demonstrating ethical behavior	
	E5.i.
Demonstrating safe behavior	
	E5.h.
Following established rules/etiquette for observing/listening to art	

Unit 1: Start Here!

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

How to Be Successful

Assessment Type: NA

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1

Description: How to have a fantastic and successful year in the art classroom. Students learn what is expected of them within the classroom.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	E5.a.
Getting along with others	
	E5.b.
Respecting differences	
	E5.f.
Accepting responsibility for personal behavior	
	E5.g.
Demonstrating ethical behavior	
	E5.h.
Following established rules/etiquette for observing/listening to art	
	E5.i.
Demonstrating safe behavior	

Art Kits

Assessment Type: NA

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1

Description: Students Compare the list of Art Materials to what they received in the mail and mark if they have received all items or are missing items. They also sign an agreement to care for these items.

STANDARDS

Unit 1: Start Here!

MS 7 Art

Maine - Grade 6-8 - Visual Arts
C1.a.
Fluency

Creative Introductions

Assessment Type: Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students choose a creative way: Drawing, writing, slides, or collage, to share facts about themselves and their personal relationship to art.

STANDARDS

Maine - Grade 6-8 - Visual Arts
B3.c.
Communicate a variety of ideas, feelings, and meanings.

Unit 2: Why Art Matters

MS 7 Art

UNIT SUMMARY

In This Unit Students will learn the different functions of art, and how they can personally connect to art. They will Learn about the Elements of Art and why they are important as well.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.
E5.i.
Demonstrating safe behavior
E5.g.
Demonstrating ethical behavior
E5.f.
Accepting responsibility for personal behavior
B3.c.
Communicate a variety of ideas, feelings, and meanings.
C1.c.

Unit 2: Why Art Matters

MS 7 Art

Elaboration

D1.a.

Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.

D1.d.

Explain and compare different purposes of artists and art work in the context of time and place.

E2.

Students explain skills and concepts that are similar across disciplines.

Unit 2: Why Art Matters

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Why Do You Create?

Assessment Type: Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students learn about 5 functions of art complete a written document explaining their understanding of these functions.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
A1.	
Students explain and compare different purposes of artists and their artwork, in the context of time and place.	
B3.c.	
Communicate a variety of ideas, feelings, and meanings.	
C1.a.	
Fluency	
E5.i.	
Demonstrating safe behavior	
E5.f.	
Accepting responsibility for personal behavior	

Elements of Art Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1

Description: Student take a quiz on what they learned about the Elements of Art

STANDARDS

Maine - Grade 6-8 - Visual Arts	
E1.	
Students compare products of the visual/performing arts to understand history and/or world cultures.	

Unit 2: Why Art Matters

MS 7 Art

A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
C1.a.
Fluency

Elements of Art Wheel

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK4

Description: Students draw a full "wheel" with pie slices showing each of the elements of art.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E5.i.
Demonstrating safe behavior
E5.g.

Unit 2: Why Art Matters

MS 7 Art

Demonstrating ethical behavior
E5.f.
Accepting responsibility for personal behavior
B3.b.
Demonstrate knowledge of visual art concepts.

Unit 3: Let's Paint!

MS 7 Art

UNIT SUMMARY

In this Unit Artists will explore the world of Acrylic paint. They will learn color theory, how to use paint techniques, and create their own original artworks.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.
Students compare features of composition both within an art work and among art works.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
A2.b.
Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
B3.b.
Demonstrate knowledge of visual art concepts.
B3.c.
Communicate a variety of ideas, feelings, and meanings.
C1.d.

Unit 3: Let's Paint!

MS 7 Art

Originality	
	C1.c.
Elaboration	
	C1.a.
Fluency	
	D1.a.
Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.	
	D1.b.
Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.	
	D1.c.
Compare the effectiveness of selected media, techniques, and processes in communicating ideas.	
	E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.	
	E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.	
	E4.
Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.	
	E5.b.
Respecting differences	
	E5.e.
Accepting/giving/using constructive feedback	
	E5.f.

Unit 3: Let's Paint!

MS 7 Art

Accepting responsibility for personal behavior
E5.g.
Demonstrating ethical behavior
E5.h.
Following established rules/etiquette for observing/listening to art
E5.i.
Demonstrating safe behavior

Unit 3: Let's Paint!

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Intro to Paint Lesson 1

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK4

Description: Options include pop art, letting loose, abstraction

STANDARDS

Maine - Grade 6-8 - Visual Arts	
A1.	
	Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.	
	Students compare features of composition both within an art work and among art works.
A2.a.	
	Compare Elements of Art: color, form, line, shape, space, texture, and value.
A2.b.	
	Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
B1.	
	Students choose suitable media, tools, techniques, and processes to create original art works.
B2.	
	Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
B3.c.	
	Communicate a variety of ideas, feelings, and meanings.
C1.a.	
Fluency	
C1.c.	

Unit 3: Let's Paint!

MS 7 Art

Elaboration
C1.d.
Originality
D1.a.
Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
D1.b.
Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.
D1.c.
Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E5.b.
Respecting differences
E5.e.
Accepting/giving/using constructive feedback
E5.f.
Accepting responsibility for personal behavior
E5.g.
Demonstrating ethical behavior
E5.h.
Following established rules/etiquette for observing/listening to art

Unit 3: Let's Paint!

MS 7 Art

E5.i.

Demonstrating safe behavior

Paint Lesson 2

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK):DOK2

Description: Options include Hues ,tones , tints, neutrals Or Abstract Expressionism

STANDARDS

Maine - Grade 6-8 - Visual Arts

B1.

Students choose suitable media, tools, techniques, and processes to create original art works.

A2.b.

Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

A2.a.

Compare Elements of Art: color, form, line, shape, space, texture, and value.

B3.a.

Demonstrate skills in the use of media, tools, techniques, and processes.

B2.

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3.b.

Demonstrate knowledge of visual art concepts.

B3.c.

Communicate a variety of ideas, feelings, and meanings.

C1.a.

Fluency

Unit 3: Let's Paint!

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C1.c.
Elaboration
C1.d.
Originality
D1.a.
Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E4.
Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.
E5.b.
Respecting differences
E5.e.
Accepting/giving/using constructive feedback
E5.f.
Accepting responsibility for personal behavior
E5.g.
Demonstrating ethical behavior
E5.h.
Following established rules/etiquette for observing/listening to art
E5.i.
Demonstrating safe behavior

Unit 3: Let's Paint!

MS 7 Art

Paint Lesson 3

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Options include Place Posters and Painting with Sounds

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.
Students compare features of composition both within an art work and among art works.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
A2.b.
Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
B3.b.
Demonstrate knowledge of visual art concepts.
B3.c.
Communicate a variety of ideas, feelings, and meanings.

Unit 3: Let's Paint!

MS 7 Art

C1.a.
Fluency
C1.c.
Elaboration
C1.d.
Originality
D1.a.
Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
D1.b.
Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.
D1.c.
Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E4.
Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.
E5.b.
Respecting differences
E5.e.
Accepting/giving/using constructive feedback

Unit 3: Let's Paint!

MS 7 Art

E5.f.
Accepting responsibility for personal behavior
E5.g.
Demonstrating ethical behavior
E5.h.
Following established rules/etiquette for observing/listening to art
E5.i.
Demonstrating safe behavior

Final Paint Lesson

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Options include **Self Portrait Animals and Maine Artist Paintings**

STANDARDS

Maine - Grade 6-8 - Visual Arts
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
A2.
Students compare features of composition both within an art work and among art works.
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
A2.b.
Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.

Unit 3: Let's Paint!

MS 7 Art

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3.a.

Demonstrate skills in the use of media, tools, techniques, and processes.

B3.b.

Demonstrate knowledge of visual art concepts.

B3.c.

Communicate a variety of ideas, feelings, and meanings.

C1.a.

Fluency

C1.c.

Elaboration

C1.d.

Originality

D1.a.

Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.

D1.b.

Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.

D1.c.

Compare the effectiveness of selected media, techniques, and processes in communicating ideas.

E1.

Students compare products of the visual/performing arts to understand history and/or world cultures.

E3.

Unit 3: Let's Paint!

MS 7 Art

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

E4.

Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.

E5.b.

Respecting differences

E5.e.

Accepting/giving/using constructive feedback

E5.f.

Accepting responsibility for personal behavior

E5.g.

Demonstrating ethical behavior

E5.h.

Following established rules/etiquette for observing/listening to art

E5.i.

Demonstrating safe behavior

Unit 4: Refresh!

MS 7 Art

UNIT SUMMARY

In this Unit students will go over the steps of success in the art room, how to care for materials, and explore their creativity through original artwork.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	B1.
Students choose suitable media, tools, techniques, and processes to create original art works.	
	B3.
Students create art works that communicate an individual point of view.	
	B3.b.
Demonstrate knowledge of visual art concepts.	
	B3.c.
Communicate a variety of ideas, feelings, and meanings.	
	E5.i.
Demonstrating safe behavior	
	E5.g.
Demonstrating ethical behavior	
	E5.f.
Accepting responsibility for personal behavior	
	C1.d.
Originality	

Unit 4: Refresh!

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Get Creative!

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students get back into their creative mindsets through open creation lesson

STANDARDS

Maine - Grade 6-8 - Visual Arts	
B1.	
	Students choose suitable media, tools, techniques, and processes to create original art works.
B3.	
	Students create art works that communicate an individual point of view.
B3.b.	
	Demonstrate knowledge of visual art concepts.
B3.c.	
	Communicate a variety of ideas, feelings, and meanings.
C1.d.	
	Originality
E5.f.	
	Accepting responsibility for personal behavior
E5.g.	
	Demonstrating ethical behavior
E5.i.	
	Demonstrating safe behavior

Unit 5: Pen

MS 7 Art

UNIT SUMMARY

In this Unit Students will explore line, pattern, texture and shape through the use of pen.

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
A2.
Students compare features of composition both within an art work and among art works.
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

Unit 5: Pen

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Pen Techniques

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK4

Description: Students learn multiple different techniques for shading and drawing textures with Pen

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

Pen Texture Practice

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3

Description: Practice with teacher and on their own the lesson learned previously in more challenging context

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

Pen Landscapes

Assessment Type: Summative

Unit 5: Pen

MS 7 Art

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students create a unique and complex drawing using all combined skills learned in the unit.

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
A2.
Students compare features of composition both within an art work and among art works.
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
E3.
Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

Winter Activity Day

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: students create a winter themed activity as an extra credit assignment (optional)

STANDARDS

Maine - Grade 6-8 - Visual Arts
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.

Unit 5: Pen

MS 7 Art

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

E3.

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

Unit 6: Watercolors

MS 7 Art

UNIT SUMMARY

In this unit Artists will learn Basic Watercolor techniques, layering and explore their own creativity.

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.
E2.
Students explain skills and concepts that are similar across disciplines.
A1.
Students explain and compare different purposes of artists and their artwork, in the context of time and place.
B3.
Students create art works that communicate an individual point of view.
D1.
Students compare and analyze art forms.
D1.d.
Explain and compare different purposes of artists and art work in the context of time and place.

Unit 6: Watercolors

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Watercolor Textures and Techniques

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students follow along with teacher to create specific techniques and learn basics of watercolor

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
D1.
Students compare and analyze art forms.

Watercolor Color Mixing & Glazing

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3

Description: students learn to mix and glaze with color but have freedom in creating further on their own

STANDARDS

Maine - Grade 6-8 - Visual Arts
A3.
Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

Unit 6: Watercolors

MS 7 Art

E2.

Students explain skills and concepts that are similar across disciplines.

Layered Artworks

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK):DOK4

Description: Students use glazing and mixing techniques to create an original artwork

STANDARDS

Maine - Grade 6-8 - Visual Arts

A1.

Students explain and compare different purposes of artists and their artwork, in the context of time and place.

B1.

Students choose suitable media, tools, techniques, and processes to create original art works.

B2.

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

E2.

Students explain skills and concepts that are similar across disciplines.

Watercolor Final Works

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students show understanding of what they have learned through a final original artwork.

STANDARDS

Maine - Grade 6-8 - Visual Arts

A1.

Students explain and compare different purposes of artists and their artwork, in the context of time and place.

Unit 6: Watercolors

MS 7 Art

B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
B3.b.
Demonstrate knowledge of visual art concepts.
C1.a.
Fluency
D1.c.
Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
E1.
Students compare products of the visual/performing arts to understand history and/or world cultures.

Unit 7: Drawing

MS 7 Art

UNIT SUMMARY

In this Unit students will explore multiple drawing materials including charcoal, pencil, and colored pencil. They will learn to use value and line along with color and shape.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	E5.b.
Respecting differences	
	C1.d.
Originality	
	C1.b.
Flexibility	
	C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.	
	B3.b.
Demonstrate knowledge of visual art concepts.	
	B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.	
	B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.	
	B1.
Students choose suitable media, tools, techniques, and processes to create original art works.	
	A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.	

Unit 7: Drawing

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Contour Drawing

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK):DOK3

Description: students learn what contour is, and complete a beginners lesson with teacher guidance

STANDARDS

Maine - Grade 6-8 - Visual Arts
A2.a.
Compare Elements of Art: color, form, line, shape, space, texture, and value.
B1.
Students choose suitable media, tools, techniques, and processes to create original art works.
B3.a.
Demonstrate skills in the use of media, tools, techniques, and processes.
B3.b.
Demonstrate knowledge of visual art concepts.
C1.b.
Flexibility
E5.b.
Respecting differences

Shading

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK4

Description: Student complete a shading assignment using value with teacher guidance

STANDARDS

Maine - Grade 6-8 - Visual Arts
A2.a.

Unit 7: Drawing

MS 7 Art

Compare Elements of Art: color, form, line, shape, space, texture, and value.

B1.

Students choose suitable media, tools, techniques, and processes to create original art works.

B2.

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3.a.

Demonstrate skills in the use of media, tools, techniques, and processes.

C1.b.

Flexibility

Detailed Creative Drawing - Object Smash

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Using skills learned in two previous assignments students complete an original artwork on their own

STANDARDS

Maine - Grade 6-8 - Visual Arts

A2.a.

Compare Elements of Art: color, form, line, shape, space, texture, and value.

B1.

Students choose suitable media, tools, techniques, and processes to create original art works.

B2.

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3.a.

Unit 7: Drawing

MS 7 Art

Demonstrate skills in the use of media, tools, techniques, and processes.
B3.b.
Demonstrate knowledge of visual art concepts.
C1.
Students describe and apply creative-thinking skills that are part of the creative problem-solving process.
C1.b.
Flexibility
C1.d.
Originality
E5.b.
Respecting differences

Unit 8: Mixed Media

MS 7 Art

UNIT SUMMARY

In this unit Artists will explore mixing watercolor techniques they have learned with other materials and mediums

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	C1.d.
Originality	
	C1.e.
Analysis	
	C1.a.
Fluency	
	C1.b.
Flexibility	
	C1.c.
Elaboration	
	E5.e.
Accepting/giving/using constructive feedback	
	B3.b.
Demonstrate knowledge of visual art concepts.	
	B3.c.
Communicate a variety of ideas, feelings, and meanings.	
	B1.
Students choose suitable media, tools, techniques, and processes to create original art works.	

Unit 8: Mixed Media

MS 7 Art

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Watercolor Coral Collage

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: Students use multi media techniques found within the year's lessons to create a final art piece that connects art and science.

STANDARDS

Maine - Grade 6-8 - Visual Arts	
	B1.
Students choose suitable media, tools, techniques, and processes to create original art works.	
	B3.b.
Demonstrate knowledge of visual art concepts.	
	B3.c.
Communicate a variety of ideas, feelings, and meanings.	
	C1.a.
Fluency	
	C1.b.
Flexibility	
	C1.c.
Elaboration	
	C1.d.
Originality	
	C1.e.
Analysis	
	E5.e.
Accepting/giving/using constructive feedback	

MS 7 Art

Maine Virtual Academy

School Year 2025-2026 (Aug 25, 2025 - Jun 12, 2026)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Start Here!	10 teaching days	Sep 22 - Oct 3, 2025
 Unit 2: Why Art Matters	16 teaching days	Oct 6 - Oct 31, 2025
 Unit 3: Let's Paint!	37 teaching days	Nov 3, 2025 - Jan 12, 2026
 Unit 4: Refresh!	4 teaching days	Jan 16 - Jan 22, 2026
 Unit 5: Pen	15 teaching days	Jan 23 - Feb 12, 2026
 Unit 6: Watercolors	24 teaching days	Feb 16 - Mar 27, 2026
 Unit 7: Drawing	15 teaching days	Mar 30 - May 1, 2026
 Unit 8: Mixed Media	26 teaching days	May 4 - Jun 12, 2026

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Labor Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 Fall NWEA	17 Fall NWEA	18 Fall NWEA	19	20
21	22 Unit 1: Start Here!	23 Unit 1: Start Here!	24 Unit 1: Start Here!	25 Unit 1: Start Here!	26 Unit 1: Start Here!	27
28	29 Unit 1: Start Here!	30 Unit 1: Start Here!	1 Unit 1: Start Here!	2 Unit 1: Start Here!	3 Unit 1: Start Here!	4

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 Unit 1: Start Here!	30 Unit 1: Start Here!	1 Unit 1: Start Here!	2 Unit 1: Start Here!	3 Unit 1: Start Here!	4
5	6 MTY Testing	7 MTY Testing	8 MTY Testing	9 Unit 2: Why Art M...	10 Unit 2: Why Art M...	11
12	13 Indigenous Peoples Day	14 Unit 2: Why Art M...	15 Unit 2: Why Art M...	16 Unit 2: Why Art M...	17 Unit 2: Why Art M...	18
19	20 Unit 2: Why Art M...	21 Unit 2: Why Art M...	22 Unit 2: Why Art M...	23 Unit 2: Why Art M...	24 Unit 2: Why Art M...	25
26	27 Unit 2: Why Art M...	28 Unit 2: Why Art M...	29 Unit 2: Why Art M...	30 Unit 2: Why Art M...	31 Unit 2: Why Art M...	1

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 2: Why Art M...	28 Unit 2: Why Art M...	29 Unit 2: Why Art M...	30 Unit 2: Why Art M...	31 Unit 2: Why Art M...	1
2	3 Unit 3: Let's Paint!	4 Unit 3: Let's Paint!	5 Unit 3: Let's Paint!	6 Unit 3: Let's Paint!	7 Unit 3: Let's Paint!	8
9	10 Unit 3: Let's Paint!	11 Veterans Day	12 Unit 3: Let's Paint!	13 Unit 3: Let's Paint!	14 Unit 3: Let's Paint!	15
16	17 Unit 3: Let's Paint!	18 Unit 3: Let's Paint!	19 Unit 3: Let's Paint!	20 Unit 3: Let's Paint!	21 Unit 3: Let's Paint!	22
23	24 Unit 3: Let's Paint!	25 Unit 3: Let's Paint!	26 Thanksgiving Break	27 Thanksgiving	28 Thanksgiving Break	29
30	1 Unit 3: Let's Paint!	2 Unit 3: Let's Paint!	3 Unit 3: Let's Paint!	4 Unit 3: Let's Paint!	5 Unit 3: Let's Paint!	6

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Unit 3: Let's Paint!	2 Unit 3: Let's Paint!	3 Unit 3: Let's Paint!	4 Unit 3: Let's Paint!	5 Unit 3: Let's Paint!	6
7	8 Unit 3: Let's Paint!	9 Unit 3: Let's Paint!	10 Unit 3: Let's Paint!	11 Unit 3: Let's Paint!	12 Unit 3: Let's Paint!	13
14	15 Unit 3: Let's Paint!	16 Unit 3: Let's Paint!	17 Unit 3: Let's Paint!	18 Unit 3: Let's Paint!	19 Unit 3: Let's Paint!	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Christmas Day	26 Winter Break	27 Winter Break
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3
4	5 Unit 3: Let's Paint!	6 Unit 3: Let's Paint!	7 Unit 3: Let's Paint!	8 Unit 3: Let's Paint!	9 Unit 3: Let's Paint!	10
11	12 Unit 3: Let's Paint!	13 Winter NWEA	14 Winter NWEA	15 Winter NWEA	16 Unit 4: Refresh!	17
18	19 Martin Luther King, Jr. Day	20 Unit 4: Refresh!	21 Unit 4: Refresh!	22 Unit 4: Refresh!	23 Unit 5: Pen	24
25	26 Unit 5: Pen	27 Unit 5: Pen	28 Unit 5: Pen	29 Unit 5: Pen	30 Unit 5: Pen	31

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 5: Pen	3 Unit 5: Pen	4 Unit 5: Pen	5 Unit 5: Pen	6 Unit 5: Pen	7
8	9 Unit 5: Pen	10 Unit 5: Pen	11 Unit 5: Pen	12 Unit 5: Pen	13 February Break	14 February Break
15 February Break	16 Presidents' Day	17 February Break	18 February Break	19 February Break	20 February Break	21
22	23 Unit 6: Watercolors	24 Unit 6: Watercolors	25 Unit 6: Watercolors	26 Unit 6: Watercolors	27 Unit 6: Watercolors	28

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 6: Watercolors	3 Unit 6: Watercolors	4 Unit 6: Watercolors	5 Unit 6: Watercolors	6 Unit 6: Watercolors	7
8	9 Unit 6: Watercolors	10 Unit 6: Watercolors	11 Unit 6: Watercolors	12 Unit 6: Watercolors	13 Unit 6: Watercolors	14
15	16 Unit 6: Watercolors	17 Unit 6: Watercolors	18 Unit 6: Watercolors	19 Unit 6: Watercolors	20 March Break	21
22	23 Unit 6: Watercolors	24 Unit 6: Watercolors	25 Unit 6: Watercolors	26 Unit 6: Watercolors	27 Unit 6: Watercolors	28
29	30 Unit 7: Drawing	31 Unit 7: Drawing	1 Unit 7: Drawing	2 Unit 7: Drawing	3 Unit 7: Drawing	4

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 7: Drawing	31 Unit 7: Drawing	1 Unit 7: Drawing	2 Unit 7: Drawing	3 Unit 7: Drawing	4
5	6 MEA Testing - Spring	7 MEA Testing - Spring	8 MEA Testing - Spring	9 MEA Testing - Spring	10 MEA Testing - Spring	11
12	13 Unit 7: Drawing	14 Unit 7: Drawing	15 Unit 7: Drawing	16 Unit 7: Drawing	17 Unit 7: Drawing	18
19	20 April Break	21 April Break	22 April Break	23 April Break	24 April Break	25
26	27 Unit 7: Drawing	28 Unit 7: Drawing	29 Unit 7: Drawing	30 Unit 7: Drawing	1 Unit 7: Drawing	2

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 7: Drawing	28 Unit 7: Drawing	29 Unit 7: Drawing	30 Unit 7: Drawing	1 Unit 7: Drawing	2
3	4 Unit 8: Mixed Media	5 Spring NWEA	6 Spring NWEA	7 Spring NWEA	8 Unit 8: Mixed Media	9
10	11 Unit 8: Mixed Media	12 Unit 8: Mixed Media	13 Unit 8: Mixed Media	14 Unit 8: Mixed Media	15 Unit 8: Mixed Media	16
17	18 Unit 8: Mixed Media	19 Unit 8: Mixed Media	20 Unit 8: Mixed Media	21 Unit 8: Mixed Media	22 Unit 8: Mixed Media	23
24	25 Memorial Day	26 Unit 8: Mixed Media	27 Unit 8: Mixed Media	28 Unit 8: Mixed Media	29 Unit 8: Mixed Media	30
31	1 Unit 8: Mixed Media	2 Unit 8: Mixed Media	3 Unit 8: Mixed Media	4 Unit 8: Mixed Media	5 Unit 8: Mixed Media	6

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Unit 8: Mixed Media	2 Unit 8: Mixed Media	3 Unit 8: Mixed Media	4 Unit 8: Mixed Media	5 Unit 8: Mixed Media	6
7	8 Unit 8: Mixed Media	9 Unit 8: Mixed Media	10 Unit 8: Mixed Media	11 Unit 8: Mixed Media	12 Unit 8: Mixed Media	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4