



Art 7

Curriculum

Board Approved: 02/19/2026

Course Information

**Middle School
Quarter course**

Course Description:

Art 7 builds on the foundations of Art 6 by expanding students' understanding of the elements of art and introducing the principles of design. Students engage in more complex studio projects that require problem-solving, creative risk-taking, and thoughtful reflection. Through analysis of artworks from diverse cultures and time periods, students deepen their ability to interpret and critique visual imagery and to communicate meaning intentionally in both two- and three-dimensional media.

Transfer Goals:

- Apply design principles and art vocabulary to analyze, critique, and revise artwork for clearer communication of ideas.
- Communicate ideas effectively.
- Independently be inspired, design, create, and reflect/present an original work of art.
- Evaluate and critique works of art.
- Make connections between art and society, culture, and history.

Curriculum Standards: [Missouri Learning Standards Fine Arts Visual Arts Standards](#)

Curriculum Resource(s): TBD

priority standards indicated in **bold*

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Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 1: Inspiration

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will investigate how inspiration informs artistic decision-making by analyzing how images, ideas, and experiences shape artistic choices. They analyze works from diverse cultures to understand how artists communicate meaning and respond to social and cultural contexts, then apply these insights to create original works with intentional choices in concept, form, and technique.

Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be cultivated and strategically applied to solve complex artistic and real-world problems.
- Visual imagery shapes perceptions and beliefs; analyzing how images are created and used reveals how meaning and influence are constructed.
- Engaging with art develops individual aesthetic and empathetic awareness, fostering nuanced understanding and appreciation of self, others, diverse cultures, and human-made and natural environments.
- Through deliberate art-making, individuals construct meaning by critically investigating and reflecting on their perceptions, knowledge, and experiences.
- Interactions with, analysis of, and creation of art deepen understanding of society, culture, and history, highlighting the dynamic relationships between art, human experience, and social influence.

Essential Questions:

- In what ways can collaboration challenge artists to expand and refine their creative processes, and how can differing perspectives shape the outcome?
- How do visual images influence perceptions or assumptions about the world, and how can artists intentionally guide those interpretations?
- How do personal and cultural experiences shape the way individuals interpret and respond to art, and how can artists communicate across diverse perspectives?
- In what ways does actively engaging in art-making contribute to personal growth, emotional understanding, or societal connection?
- How can art be intentionally used to influence social, political, or cultural viewpoints, and what responsibilities do artists have in shaping public perception?

priority standards indicated in **bold*

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Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA: Cr1A.7	<ul style="list-style-type: none"> • I can apply methods to overcome creative blocks.
VA: Re7A.7	<ul style="list-style-type: none"> • I can explain how the method in which a work of art is displayed influences the viewer.
VA:Re7B.7	<ul style="list-style-type: none"> • I can analyze how images influence an audience.
VA: Cn10A.7	<ul style="list-style-type: none"> • I can identify how people experience art.
VA: Cn11A.7	<ul style="list-style-type: none"> • I can understand art is influenced by the time and place it was created.

priority standards indicated in **bold*

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Unit 2: Design

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will deepen their understanding of visual organization by applying both the elements of art and the principles of design—balance, contrast, emphasis, movement, pattern, rhythm, and unity. They analyze how artists from various cultures and time periods use design to influence interpretation, and they solve more complex design problems requiring thoughtful planning, decision-making, and revision to strengthen communication.

Enduring Understandings:

- Artists and designers initiate and shape complex artistic investigations, strategically choosing when to follow or challenge traditions to achieve sophisticated creative goals.
- Artists and designers critically experiment with forms, structures, materials, concepts, media, and techniques, reflecting on how each choice influences the meaning and impact of their work.
- People create, analyze, and interact with objects, environments, and designs, evaluating how these works define, shape, and empower personal, cultural, and societal experiences.
- People develop deeper insights into the meanings and significance of artworks by engaging in reflective, evidence-based art criticism, considering context, intent, and impact.

Essential Questions:

- How do artists determine and justify the resources, tools, and methods needed to develop and execute complex artistic investigations?
- In what ways do artists and designers use experimentation, reflection, and problem-solving to refine their ideas and improve outcomes?
- How do artists and designers intentionally make choices in composition, materials, and techniques to communicate meaning effectively to diverse audiences?
- How does understanding and applying visual art vocabularies enable deeper analysis, interpretation, and critical evaluation of artworks?

priority standards indicated in **bold*

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Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA: Cr1B.7	<ul style="list-style-type: none"> I can meet specific criteria to make a work of art.
<u>VA:Cr2A.7</u>	<ul style="list-style-type: none"> I can practice persistence to develop skills using various methods and materials.
VA: Cr2C.7	<ul style="list-style-type: none"> I can use strategies to communicate my ideas clearly.
VA: Re8A.7	<ul style="list-style-type: none"> I can interpret and identify an artist's ideas and the mood of the artwork.

priority standards indicated in **bold*

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Unit 3: Creation

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will apply expanding technical skills in drawing, painting, sculpture, and mixed media to create original artworks that communicate specific ideas or themes. They practice craftsmanship, perseverance, and personal responsibility with materials, and they revise work based on feedback and self-assessment. Students begin demonstrating independence in planning and executing multi-step projects that require intentional artistic decisions.

Enduring Understandings:

- Artists and designers strategically experiment with forms, structures, materials, concepts, media, and approaches, analyzing the effects of their choices on the meaning and impact of their work.
- Artists and designers navigate the balance between experimentation and safety, freedom and responsibility, making deliberate decisions that influence both the creative process and the final artwork.
- Artists and designers develop excellence through sustained practice and reflective critique, systematically revising and refining their work to communicate more sophisticated ideas and achieve technical mastery.

Essential Questions:

- How do artists and designers analyze the outcomes of trial and error to refine ideas, develop solutions, and advance their creative goals?
- In what ways do artists and designers make strategic decisions to care for, maintain, and adapt materials, tools, and equipment to achieve desired results?
- How does persistence influence the process of revising, refining, and evolving artwork, and how can reflection on challenges lead to deeper artistic growth?

Unit 3 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA: Cr2A.7	<ul style="list-style-type: none"> • I can practice persistence to develop skills using various methods and materials.
VA:Cr2B.7	<ul style="list-style-type: none"> • I can demonstrate awareness and responsibility when sharing and using images.
VA: Cr3A.7	<ul style="list-style-type: none"> • I can reflect on my work and explain my intended meaning.

**priority standards indicated in bold*

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Unit 4: Presentation/Reflection

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will analyze how presentation—format, placement, lighting, labeling, and context—shapes the viewer’s understanding of artwork. They use observation, evidence, and vocabulary to interpret meaning in their own and others’ work. Students curate selections of their art for display or portfolio use, revise work based on critique, and articulate their artistic decisions with growing clarity and depth.

Enduring Understandings:

- People evaluate art based on various criteria.
- 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 cultivation of appreciation and 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 Questions:

- How does one determine the criteria to evaluate a work of art?
- How do the choices made by art museums influence how we view art and history?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA: Pr4A.7	<ul style="list-style-type: none"> • I can compare and contrast the use of technology in the art world.
VA: Pr5A.7	<ul style="list-style-type: none"> • I can prepare and present my art to meet specific criteria.
<u>VA: Pr6A.7</u>	<ul style="list-style-type: none"> • I can evaluate collections of artwork.
VA: Re9A.7	<ul style="list-style-type: none"> • I can explain how personal preference is different from an evaluation.

**priority standards indicated in bold*

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