

Grade 7 Art Curriculum Maps

Unit of Study: Elements and Principles of Art

Unit of Study: Formal Art Critique

Unit of Study: Ceramics

Unit of Study: Computer Research

Grade: 7 Subject: Art	Unit of Study: Elements and Principles of Art
Big Idea/Rationale	Students will continue to study the elements of design and understand how they are used to create works of art
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will use correct vocabulary when discussing art • Students will review and use the elements of line, shape, color, value, space, form and texture • Students will review and use the principles of rhythm, contrast, balance, unity, proportion, and emphasis
Essential Questions (Instructional Objective)	How do artists choose tools, techniques and materials to express their ideas?
Content (Subject Matter)	The elements of art: line, shape, color, value, space, form and texture
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. • 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. • 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. • 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). • 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. • 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form
Materials and Resources	Visual Artist samples, video streaming, PowerPoint, technology cart
Notes	

Grade: 7 Subject: Art	Unit of Study: Formal Art Critique
Big Idea/Rationale	Students will discuss personal work and work of others in terms of design quality and use of elements
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will examine and discuss the work of various artist. • Students will use specific terminology to discuss artwork. • Students will accept the work of others as an alternative solution to the project.
Essential Questions (Instructional Objective)	<p>What are the four stages of critique?</p> <p>What does it mean to describe, analyze, interpret and evaluate a work of art?</p>
Content (Subject Matter)	Pop Art – Art Styles
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. • 1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. • 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art • 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. • 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. • 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. • 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
Materials and Resources	Visual Artist samples, video streaming, PowerPoint, technology cart
Notes	

Grade: 7 Subject: Art	Unit of Study: Ceramics
Big Idea/Rationale	Students will be able to use various hand building techniques to create a piece of art using clay
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will plan and execute projects to completion. • Students will create three dimensional forms. • Students will apply glaze to bisque ware. • Students will review and use unity through various elements.
Essential Questions (Instructional Objective)	How and why are hand building techniques essential in the creation of functional ceramic pieces?
Content (Subject Matter)	Clay ceramics and glaze ware
Skills/ Benchmarks (CCSS Standards)	<p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>
Materials and Resources	Kiln, clay, water, toothbrushes, plastic bags, rolling pins
Notes	

Grade: 7 Subject: Art	Unit of Study: Computer Research
Big Idea/Rationale	Students will use the computer as a research in exploring artists and art movements
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will use computers and internet as both research and art making tool. • Students will identify major characteristics in works of various artists. • Students will examine and discuss the works of various artists.
Essential Questions (Instructional Objective)	How do artists express themselves through art?
Content (Subject Matter)	Art History
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. • 1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles. • 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art • 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
Materials and Resources	Computer lab, internet
Notes	