

## GRADE 7 ART

### **Description:**

All students in seventh grade art build on their prior knowledge of the Elements of Art in addition to the foundations set in their sixth grade art course. Craftsmanship is improved through persistence in revisions and refinement from the planning stages of an artwork to the final developed piece. Color theory, value, contrast, and proportion are emphasized through various performance assessments. Students will be able to identify the properties of Two-Dimensional shapes as compared to Three-Dimensional forms throughout the course of study.

Community and world cultures are explored through a variety of individual and group activities to deepen historical context and understanding. Students are also encouraged to explore, take creative risks, and innovate through different creative challenges that allow for the development of a personal aesthetic.

## COURSE OVERVIEW

### **Course Goals**

Students will be able to:

- Understand the basic proportions and structure of the human head.
- Develop an awareness of facial, proportions, expressions and characteristics.
- Recognize that form can be created and modeled with value contrast.
- Discuss various artists' styles of portraiture in art history.
- Identify colors, values and color harmonies on the color wheel
- Understand the use of color theory in an artwork & interpret how color is used visually.
- Identify the properties of 2-dimensional shapes as compared to 3-dimensional forms.

### **Artistic Processes**

- Create
- Present
- Respond
- Connect

### **Anchor Standards**

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**

### **Course Skill Objective**

Students will:

- Draw the head & facial features realistically & in correct proportion.
- Use value contrast to create the illusion of a 3- Dimensional form.
- Illustrate emotion or expression.
- Use Photoshop/Elements or Chromebook apps to manipulate the portrait.
- Use the primary colors to mix the secondary and tertiary colors plus their values.
- Create color groups such as: complementary, analogous, monochromatic, primary, secondary, tertiary, warm, cool, and neutral.
- Change the intensity of a color.
- Use a variety of sculpting tools.

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| <ul style="list-style-type: none"> <li>• Understand additive and subtractive methods of construction.</li> <li>• Investigate various cultural differences in 3-dimensional design.</li> <li>• Understand and recognize good craftsmanship and finishing techniques in an artwork.</li> </ul> | <p><b>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</b></p> <p><b>Anchor Standard #6. Convey meaning through the presentation of artistic work</b></p> <p><b>Anchor Standard #7. Perceive and analyze artistic work.</b></p> <p><b>Anchor Standard #8. Interpret intent and meaning in artistic work.</b></p> <p><b>Anchor Standard #9. Apply criteria to evaluate artistic work.</b></p> <p><b>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</b></p> <p><b>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p> | <ul style="list-style-type: none"> <li>• Create a 3-dimensional form using additive and subtractive methods of construction.</li> <li>• Apply textural embellishment and relief techniques to change the surface of the form.</li> </ul> |
| <p><b><u>Units</u></b></p> <p>Unit 1 - <a href="#">Portraiture</a></p> <p>Unit 2 - <a href="#">Color Theory</a></p> <p>Unit 3 - <a href="#">3-Dimensional Design</a></p>   | <p><b><u>Essential Questions</u></b></p> <p>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?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>  | <p><b><u>Assessments</u></b></p> <p>Students will complete a summative assessment for each content topic:</p> <p><b><u>Sample performance Assessments</u></b><br/>(See attached Files)</p>   |

| Pacing Guide                             |   |  |  |
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| 1 Marking Period                         |   | 10 weeks   |  |
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| Unit 1<br><br>Portraiture<br><br>4 weeks | Unit 2<br><br>Color Theory<br><br>4 weeks | Unit 3<br><br>3- Dimensional Design<br><br>2 weeks |  |

## Unit 1 – Portraiture

### Unit Objectives

Students will be able to:

- Understand basic proportions of the human head.
- Develop an awareness of facial expressions and characteristics.
- Develop an awareness of the structure of the human head.
- Recognize that form can be created with value.
- Discuss various artists' styles of portraiture in art history.

### Skill Objectives

Students will:

- Draw the head in correct proportion.
- Use value to create the illusion of a 3- Dimensional form.
- Draw facial features realistically.
- Illustrate emotion or expression.
- Use Photoshop or Elements to manipulate the portrait.

### Essential Question

- What is a portrait

### Focus Questions

- How do we use proportion in learning about portraiture?
- How do various artists depict portraits?
- How do we use value to define facial form?
- How do facial expressions and characteristics define portraiture?
- How can you use digital imagery in portraiture?

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| <p><b>Creating</b><br/> <b>Anchor Standard 3:</b><br/> Refine and complete artistic work.</p>  | <p><b>Presenting</b><br/> <b>Anchor Standard 5:</b><br/> Develop and refine artistic techniques and work for presentation. Based on criteria, analyze and evaluate methods for preparing and presenting art.</p>   | <p><b>Responding</b><br/> <b>Anchor Standard 9:</b><br/> Perceive and analyze artistic work.</p>  | <p><b>Connecting</b><br/> <b>Anchor Standard 11:</b><br/> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>   |
| <p><b><u>Enduring Understandings</u></b><br/> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b><u>Essential Questions</u></b><br/> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b><u>Process Components</u></b><br/> Investigate/Plan/Make<br/> Reflect on and explain important information about personal artwork in an artist statement or another format.</p> | <p><b><u>Enduring Understandings</u></b><br/> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork</p> <p><b><u>Essential Questions</u></b><br/> 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?</p> <p><b><u>Process Components</u></b><br/> <b>Analyze, Select, Share</b><br/> 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.</p> | <p><b><u>Enduring Understandings</u></b><br/> People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b><br/> How does one determine criteria to evaluate a work of art?<br/> How and why might criteria vary?<br/> How is a personal preference different from an evaluation?</p> <p><b><u>Process Components</u></b><br/> Perceive, Analyze and Interpret</p> <p>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.</p> | <p><b><u>Enduring Understandings</u></b><br/> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b><br/> 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?</p> <p><b><u>Process Components</u></b><br/> Synthesize, Relate</p> <p>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?</p> |

| <u>Sample Performance Assessments</u>  | <u>Sample Performance Assessments</u>   | <u>Sample Performance Assessments</u>  | <u>Sample Performance Assessments</u>  |
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| <ul style="list-style-type: none"> <li>• Self Portraits through observation.</li> <li>• Painted portraits</li> <li>• Abstract portraits</li> <li>• Collage/Assemblages</li> <li>• Digital Portraits</li> </ul> | <ul style="list-style-type: none"> <li>• Generate ideas for various types of display</li> <li>• Set up and present final art piece for class display</li> <li>• Mount or mat final artwork</li> </ul> | <ul style="list-style-type: none"> <li>• Critique (group or individual)</li> <li>• Writing response</li> </ul> | <ul style="list-style-type: none"> <li>• Journal artist historical use of design as an art form</li> <li>• Technology use to discover historical references</li> <li>• Model personal art to reflect historical influences researched</li> </ul> |

## Unit 2 – Color Theory

### Unit Objectives

Students will be able to:

- Identify the colors on the color wheel and their values.
- Understand the use of color theory in artwork.
- Interpret how color is used visually.
- Understand color groups and harmonies.

### Skill Objectives

Students will:

- Use the primary colors to mix the secondary and tertiary colors and their values.
- Create color groups such as complementary, analogous, monochromatic, primary, secondary, tertiary, warm, cool, and neutral.
- Change the intensity of a color.

### Essential Question

- What is color theory and how do we use it?

### Focus Questions

- What are the primary colors?
- What are the secondary colors?
- What are the intermediate/tertiary colors?
- What are color harmonies?
- What are shades, tints, and tones?
- What are neutrals?

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| <p><b>Creating</b></p> <p><b>Anchor Standard 1:</b><br/>Generate and conceptualize artistic ideas and work</p> <p><b>Anchor Standard 2:</b><br/>Organize and develop artistic ideas and work.</p>   | <p><b>Presenting</b></p> <p><b>Anchor Standard 5:</b><br/>Develop and refine artistic techniques and work for presentation. Based on criteria, analyze and evaluate methods for preparing and presenting art.</p>  | <p><b>Responding</b></p> <p><b>Anchor Standard 9:</b><br/>Apply criteria to evaluate artistic work.</p>  | <p><b>Connecting</b></p> <p><b>Anchor Standard 11:</b><br/>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>   |
| <p><b><u>Enduring Understandings</u></b><br/>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b><u>Essential Questions</u></b><br/>How does knowing the contexts histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> | <p><b><u>Enduring Understandings</u></b><br/>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork</p> <p><b><u>Essential Questions</u></b><br/>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?</p> <p><b><u>Process Components</u></b><br/>Analyze, Select, Share</p> <p>Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> | <p><b><u>Enduring Understandings</u></b><br/>People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b><br/>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><b><u>Process Components</u></b><br/>Perceive, Analyze and Interpret</p> <p>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.</p> | <p><b><u>Enduring Understandings</u></b><br/>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b><br/>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?</p> <p><b><u>Process Components</u></b><br/>Synthesize, Relate</p> <p>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?</p> |



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| <p>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?</p> <p><b><u>Process Components</u></b><br/>Investigate/Plan/Make</p> <p>Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> |   |  |  |
| <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Color Wheel</li> <li>• Color Portraits</li> <li>• Color Harmony Design</li> <li>• Color Test and Application</li> </ul>   | <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Generate ideas for various types of display</li> <li>• Set up and present final art piece for class display</li> <li>• Mount or mat final artwork</li> </ul> | <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Critique (group or individual)</li> <li>• Writing response</li> </ul> | <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Journal artist historical use of design as an art form</li> <li>• Technology use to discover historical references</li> <li>• Model personal art to reflect historical influences researched</li> </ul> |

## Unit 3 - 3-Dimensional Design

### Unit Objectives

Students will be able to:

- Identify the properties of 2-dimensional shapes as compared to 3-dimensional forms.
- Understand additive and subtractive methods of constructions.
- Investigate various cultural differences in 3-dimensional design.
- Understand what is meant by good craftsmanship.

### Skill Objectives

Students will:

- Use a variety of sculpting tools
- Create a 3-dimensional form using additive and subtractive methods of construction
- Apply textural embellishment and relief techniques

### Essential Question

- What is meant by working 3-dimensionally?

### Focus Questions

- How do you create a 3-dimensional form?
- What are additive and subtractive methods in design?
- How do we use various sculptural tools?
- How do you add texture to a 3-dimensional sculpture?

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| <p><b>Creating</b></p> <p><b>Anchor Standard 2:</b><br/>Organize and develop artistic ideas and work.</p>   | <p><b>Presenting</b></p> <p><b>Anchor Standard 5:</b><br/>Develop and refine artistic techniques and work for presentation</p>   | <p><b>Responding</b></p> <p><b>Anchor Standard 9:</b><br/>Apply criteria to evaluate artistic work.</p>   | <p><b>Connecting</b></p> <p><b>Anchor Standard 11:</b><br/>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>  |
| <p><b><u>Enduring Understandings</u></b><br/>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b><u>Essential Questions</u></b><br/>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> | <p><b><u>Enduring Understandings</u></b><br/>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork</p> <p><b><u>Essential Questions</u></b><br/>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?</p> | <p><b><u>Enduring Understandings</u></b><br/>People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b><br/>How does one determine criteria to evaluate a work of art?<br/>How and why might criteria vary?<br/>How is a personal preference different from an evaluation?</p> | <p><b><u>Enduring Understandings</u></b><br/>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b><br/>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?</p> |

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| <p><b><u>Process Components</u></b><br/>Investigate/Plan/Make</p> <p>Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p>                                    | <p><b><u>Process Components</u></b><br/>Analyze, Select, Share</p> <p>Based on criteria, analyze and evaluate methods for preparing and presenting art.</p>                   | <p><b><u>Process Components</u></b><br/>Perceive, Analyze and Interpret</p> <p>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.</p> | <p><b><u>Process Components</u></b><br/>Synthesize, Relate</p> <p>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>   |
| <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Mask Making</li> <li>• Clay Forms</li> <li>• Paper Sculpture</li> <li>• Paper Mache Sculptures</li> <li>• Wire Sculptures</li> <li>• Assemblages</li> </ul> | <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Prepare 3-D artwork for display</li> <li>• Brainstorm display options</li> </ul> | <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Critique self-reflection and/or group discussion</li> <li>• Journaling</li> </ul>   | <p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Technology exploration of cultural artifacts</li> <li>• Historical use of sculpting for functional, decorative or ceremonial use</li> <li>• Discussion of commercial art packaging</li> </ul> |