



# **Grade 7 Art**

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: **October 21, 2021**

## COURSE OVERVIEW

<b>Title:</b>	Grade 7 Art
<b>Grade Level:</b>	Grade 7
<b>Level:</b>	N/A
<b>Length:</b>	Electives Rotation (21-22 classes)
<b>Duration:</b>	83 Minutes
<b>Frequency:</b>	5 Classes Per Week
<b>Pre-Requisites:</b>	None
<b>Credit:</b>	N/A
<b>Description:</b>	The 7 <sup>th</sup> grade visual arts course focuses on the exploration of mediums, personal interests as inspiration for art making, and designing art for a specific user and function. Students will create artwork using one-point perspective, design using digital media, create a self-portrait, and make a functional ceramic vessel using slab construction. Student artists will interpret art, develop studio habits, prepare art for presentation, and focus on planning and processes.

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Tools and equipment</li> <li>• Art studio</li> </ul>	Ongoing
2	Presentation	<ul style="list-style-type: none"> <li>• Presentation methods</li> <li>• Preparing artwork for display</li> <li>• Choosing artworks for display</li> </ul>	Ongoing
3	Analyze and Interpret	<ul style="list-style-type: none"> <li>• Art criticism</li> <li>• Interpretation of art</li> <li>• Evaluating art</li> </ul>	Ongoing
4	Planning and Process	<ul style="list-style-type: none"> <li>• Plan and develop</li> <li>• Revise and refine</li> </ul>	Ongoing
5	Exploration of Mediums	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Craftsmanship</li> <li>• Practice</li> <li>• Technique</li> </ul>	Ongoing
6	One-Point Linear Perspective	<ul style="list-style-type: none"> <li>• Linear perspective</li> <li>• Depth and space</li> </ul>	4-5 Days
7	Self-Portrait	<ul style="list-style-type: none"> <li>• Proportional relationships</li> <li>• Increasing scale</li> <li>• Communicate a message or mood to the viewer</li> </ul>	4-5 Days
8	Functional Slab Construction	<ul style="list-style-type: none"> <li>• Slab construction techniques</li> <li>• Functional art</li> <li>• Craftsmanship</li> <li>• Aesthetics</li> </ul>	4-5 Days
9	Digital Media and Graphic Design	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Digital art</li> <li>• Graphic design</li> <li>• Communication</li> </ul>	4-5 Days

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Develop Craft	Use tools, materials, artistic conventions, and learning to care for tools, materials, and space.
Engage and Persist	Embrace problems of relevance within the art world and/or of personal importance to develop focus conducive to working and persevering at tasks.
Envision	Picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
Express	Create works that convey an idea, a feeling, or a personal meaning.
Observe	Attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
Reflect	Think and talk with others about an aspect of one's work or working process, and judge one's own work and working process and the work of others.
Stretch and Explore	Reach beyond one's capacities to explore playfully without a preconceived plan, and embrace the opportunity to learn from mistakes.
Understand (Arts) Community	Interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. "Arts" is in parenthesis here as it can easily be switched with other disciplines, like science or history.

## UNIT 1

<b>Unit Title</b>	Studio Practice		
<b>Unit Description</b>	Artists and designers create original artwork while safely and responsibly taking care of tools, materials, and the art studio. Artists and designers responsibly and ethically share information and ideas.		
<b>Unit Assessment</b>	Create original artwork while safely and responsibly taking care of tools, materials, and the art studio. Responsibly and ethically share information and ideas.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What responsibilities come from the freedom to create?</p> <p><b>Ongoing</b> (embedded throughout studio production)</p>	<input type="checkbox"/> Demonstrate safe and responsible care for materials. <input type="checkbox"/> Conserve art materials while creating. <input type="checkbox"/> Demonstrate handling of tools and equipment safely. <input type="checkbox"/> Safely maintain studio space and take care of tools and equipment. <input type="checkbox"/> Demonstrate awareness of the ethical responsibility when posting and sharing ideas and other materials through the internet, social media, and other communication formats.	<p><b>Vocabulary:</b> art studio, materials, tools, equipment, ethical, plagiarism, copyright</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:CR2.2.7a</p> <p>Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing ideas and other materials through the internet, social media, and other communication formats.</p>

## UNIT 2

<b>Unit Title</b>	Presentation		
<b>Unit Description</b>	Artists, designers, and curators analyze the best way to prepare artwork for presentation.		
<b>Unit Assessment</b>	Collaboratively or individually curate artwork for display.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How do curators choose the methods for preparing and presenting art?</p> <p><b>Ongoing</b> (embedded throughout studio production)</p>	<input type="checkbox"/> Analyze and evaluate methods for preparing and presenting art. <input type="checkbox"/> Select and display personal artwork for presentation. <input type="checkbox"/> Collaborate with artists to arrange a display. <input type="checkbox"/> Demonstrate how to safely and properly hang (place) work for display. <input type="checkbox"/> Identify and label artwork for display.	<p><b>Vocabulary:</b> gallery, museum, exhibit, curate, eye-level, label</p> <p><i>Additional vocabulary should be pulled from the studio practice unit for the safety and handling of tools (hammer, tacks, etc.</i></p>	<p>VA: Pr5.1.7a</p> <p>Based on criteria, analyze and evaluate methods for preparing and presenting art.</p>

## UNIT 3

<b>Unit Title</b>	Analyze and Interpret		
<b>Unit Description</b>	Artists and designers evaluate, analyze, and interpret artwork.		
<b>Unit Assessment</b>	Observe, describe, analyze, evaluate, and interpret artwork.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists and designers interpret works of art?  <b>Ongoing</b> (embedded throughout studio production)	<input type="checkbox"/> Observe and describe artwork to identify subject matter, art making approaches, and medium. <input type="checkbox"/> Analyze the use of media to identify the ideas and mood conveyed. <input type="checkbox"/> Evaluate and interpret meaning and content.	<b>Vocabulary:</b> observation, description, analyze, evaluate, interpret  <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA: Re8.1.7a Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
How do artists establish criteria to evaluate works of art?  <b>Ongoing</b> (embedded throughout studio production)	<input type="checkbox"/> 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. <input type="checkbox"/> Determine criteria to evaluate works of art. <input type="checkbox"/> Evaluate artwork based on both personal criteria and established criteria.	<b>Vocabulary:</b> art criticism, evaluate, criteria  <i>Additional vocabulary can be added depending on the studio production unit.</i>	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.

## UNIT 4

<b>Unit Title</b>	Planning and Process		
<b>Unit Description</b>	Artists and designers develop works of art by planning, revising, and refining.		
<b>Unit Assessment</b>	Students will develop works of art by planning, revising, and refining.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists plan a work of art?  <b>Ongoing</b> (embedded throughout studio production)	<input type="checkbox"/> Research and learn art techniques, artists, and artworks to plan art making. <input type="checkbox"/> Create thumbnail sketches to plan compositions for art making.	<b>Vocabulary:</b> thumbnail sketches, composition  <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.
How do you revise, refine, and develop works of art?  <b>Ongoing</b> (embedded throughout studio production)	<input type="checkbox"/> Reflect on feedback throughout studio production. <input type="checkbox"/> Plan revisions for works of art based on feedback. <input type="checkbox"/> Revise works of art based on feedback.	<b>Vocabulary:</b> critique, revise  <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.
What role does “reflecting” play in the process of creating artwork?  <b>Ongoing</b> (embedded throughout studio production)	<input type="checkbox"/> Develop an understanding of artist statements to share meaning and intent to the viewer. <input type="checkbox"/> Reflect on and explain important information about personal artwork in an artist statement.	<b>Vocabulary:</b> artist statement  <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.



## UNIT 5

<b>Unit Title</b>	Exploration of Mediums		
<b>Unit Description</b>	Artist and designers experiment with materials, concepts, media, and art making approaches.		
<b>Unit Assessment</b>	Students will experiment and practice with different mediums and art making approaches.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How do artists learn from practice and experimenting?</p> <p><b>Ongoing</b> (embedded throughout studio production)</p>	<input type="checkbox"/> Experiment with different mediums and approaches to making art. <input type="checkbox"/> Practice technique and craftsmanship when working with materials and mediums. <input type="checkbox"/> Create artwork using different mediums and art making approaches.	<p><b>Vocabulary:</b> experimentation, craftsmanship, practice, persistence, technique</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr1.1.7a Apply methods to overcome creative blocks.</p> <p>VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>

## UNIT 6

<b>Unit Title</b>	One-Point Linear Perspective		
<b>Unit Description</b>	Artists use one-point linear perspective to create realistic drawings of surroundings.		
<b>Unit Assessment</b>	Create a one-point linear perspective artwork using drawing tools.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists accurately depict their surroundings?  <b>1-2 Days</b>	<input type="checkbox"/> Examine how artists have used one-point linear perspective to draw realistic drawings. <input type="checkbox"/> Analyze how the corners of each object connect to the same vanishing point. <input type="checkbox"/> Understand that artists use tools (rulers) and mathematics to create one-point linear perspective drawings. <input type="checkbox"/> Apply the rules of one-point linear perspective using drawing tools.	<b>Vocabulary:</b> one-point linear, horizon line, vanishing point, angle, one-point perspective  <b>Content:</b> space, depth, foreground, middle ground, background  <i>Additional vocabulary can be added depending on the studio production unit.</i>	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.
How do we draw our surroundings in perspective?  <b>4-5 Days</b>	<input type="checkbox"/> Design an interior or exterior space using a variety of subjects and details. <input type="checkbox"/> Create an interior or exterior space using a variety of subjects and details in one-point linear perspective.	<b>Vocabulary:</b> one-point linear perspective, horizon line, vanishing point, angle  <b>Content:</b> space, depth, foreground, middle ground, background  <i>Additional vocabulary can be added depending on the studio production unit.</i>	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.

## UNIT 7

<b>Unit Title</b>	Self-Portrait		
<b>Unit Description</b>	Artists create self-portraits using the grid method to maintain accurate proportions and apply details to create meaning and mood within their work. Artists write artist statements to reflect and to communicate their meaning to viewers.		
<b>Unit Assessment</b>	Create a self-portrait using a grid method and add details to convey meaning and mood. Students will write an artist statement to explain the intended message or mood conveyed in the work.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists communicate a message or mood through their art?  <b>1-2 Days</b>	<input type="checkbox"/> Investigate how artists use art media to communicate ideas or mood. <input type="checkbox"/> Analyze how subject matter impacts the viewer’s understanding of an artwork’s message.	<b>Vocabulary:</b> mood, meaning, subject, message  <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Re8.1.7a Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
Why do artists write an artist statement?  <b>4-5 Days</b>	<input type="checkbox"/> Use the grid to enlarge a self-portrait with accurate proportions. <input type="checkbox"/> Plan and create a specific message or mood to convey through the application of a specific medium. <input type="checkbox"/> Write an artist statement that reflects on the artistic process and how it relates to the intended meaning or mood conveyed.	<b>Vocabulary:</b> box grid, enlarge, artist statement  <b>Content:</b> scale, proportion  <i>Additional vocabulary can be added depending on the studio production unit.</i>	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.  VACr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.

## UNIT 8

<b>Unit Title</b>	Functional Slab Construction		
<b>Unit Description</b>	Artists brainstorm and plan in order to develop artwork. Artists use slab construction to create functional art.		
<b>Unit Assessment</b>	Students will brainstorm a design and plan how to construct a functional slab form using class developed criteria.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What do artists need to consider when planning functional artworks?</p> <p><b>1-2 Days</b></p>	<input type="checkbox"/> Analyze how artists need to consider design, function, and aesthetics when creating functional artworks. <input type="checkbox"/> Analyze how artists plan and the process of creating functional ceramic forms from start to finish. <input type="checkbox"/> Understand the basic techniques of ceramic slab construction.	<p><b>Vocabulary:</b> slab, function, plan, design, craftsmanship, aesthetics</p> <p><b>Clay Stages Vocabulary:</b> wet clay, slip, leather-hard, bone dry, bisque ware, glaze ware</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr1.2.7a</p> <p>Develop criteria to guide making a work of art or design to meet an identified goal.</p>

<p>What do artists need to consider when creating functional artworks?</p> <p><b>4-5 Days</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a plan to guide making a functional work of art or design using slab construction.</li> <li><input type="checkbox"/> Analyze how artists need to consider craftsmanship and aesthetics when creating functional artworks.</li> <li><input type="checkbox"/> Construct a functional vessel using ceramic slab construction with consideration made to craftsmanship and aesthetics.</li> <li><input type="checkbox"/> Glaze functional ceramic vessel to increase the aesthetics.</li> </ul>	<p><b>Vocabulary:</b> slab, function, plan, design, craftsmanship, aesthetics</p> <p><b>Clay Stages Vocabulary:</b> wet clay, slip, leather-hard, bone dry, bisque ware, glaze ware</p> <p><b>Content:</b> form</p> <p><b>Technique:</b> score, slip, slab rolling</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr2.1.7a</p> <p>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>
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## UNIT 9

<b>Unit Title</b>	Digital Media and Graphic Design		
<b>Unit Description</b>	Artists use technology to digitally design an artwork that communicates information or ideas.		
<b>Unit Assessment</b>	Students will use technology to digitally design an artwork that communicates information or ideas.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How has technology changed the way we create and view art?  <b>1 Day</b>	<input type="checkbox"/> Compare and contrast the technology used to create graphic designs throughout time. <input type="checkbox"/> Understand that art is presented and experienced differently based on the technology used.	<b>Vocabulary:</b> technology, digital media, graphic design  <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Pr4.1.17a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
How do artists and designers create works of art or design that effectively communicate information or ideas?  <b>5-6 Days</b>	<input type="checkbox"/> Compare and contrast how designers use different organizational strategies to communicate information or ideas in graphic designs. <input type="checkbox"/> Plan and create a graphic design using visual organizational strategies that clearly communicates information or ideas using digital media technology.	<b>Vocabulary:</b> technology, digital media, graphic design, communication  <b>Content:</b> elements and principles of design  <b>Technique:</b> digital art applications  <i>Additional vocabulary can be added depending on the studio production unit.</i>	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.

# ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

## **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

## **SETTING**

- Preferential seating

## **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

## **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)