

Visual Arts Grade 7

This course is open to all grade 7 students interested in learning about the creative process, including tool-use, techniques, and the concepts traditionally used in art making. Along with these basic skills, students will spend their year studying utilizing the elements and principles of design in order to create successful compositions. Students are encouraged to seek personal solutions to the artistic challenges presented. The areas of drawing, collage, printmaking, and sculpture will be covered. Grade 7 students will continue to maintain their Visual Journal experiences.

*ACE: Grade 7 ACE students will do all of the above as well as create their own more personal experiences through intensive study and homework assignments.

Objectives

Grade: 7 Term: 1

Students will know how to create a circle in perspective and use chiaroscuro.
Students will be able create tints and shades through their knowledge of color theory.
Students will be able to identify neutral colors.
Students will be able to manipulate pastels.
Students will explore Japanese block prints and how they influenced impressionist artists of the 19th century.
Students will use nature as inspiration to create a simplified print.
Students will know and be able to use directional lines in their work to create a strong composition.
Students will explore the Bestiaries of Medieval times.
Students will use symbolism to represent two different sides of their personality.
Students will employ watercolor techniques in order to create depth, dimension and texture.

Grade: 7 Term: 2

Students will know the history and characteristics of cubism.
Students will be able to create a value scale and use a limited palette to create an image.
Students will be able to create a cubist inspired piece of art by using basic shapes and values.
Students will use mixed media to create a unified and cohesive piece of art.
Students will be able to use a monochromatic color scheme with tints and shades for depth and dimension.
ACE: Students will be able to identify and use radial symmetry in a work of art.
Students will know value is an idea that is believed to be important and that governs our behavior. Students will explore their own values and realize that their values are dictated by society.
Students will understand the concept of triptychs.

Students will create a triptych that shows a set of values using symbolism.
Students will understand scissors and X-acto knife safety.
ACE: Students will be able to identify and create a triptych with symbolism.
Students will be able to simplify shape and form in order to create a cartoon character.
Students will be able to create a book using traditional craft techniques.
Students will explore the art career of a cartoonists and illustrators (Norman Rockwell, Charles Schultz, Aaron McGruder, Jennifer Seng, Maurice Sendak).
Students will illustrate a point of time or moment from their everyday life.

Grade: 7 Term: 3

Students will be able to manipulate clay in order to create a slab-constructed relief.
Students will focus on texture and use additive and subtractive clay methods.
Students will be able to identify analogous color schemes.
Students will be able to employ assemblage methods.
Students will be able use a variety of line types through sewing.
Students will examine and compare traditional folk art with contemporary fiber arts.
Students will explore their own relationships and create a piece of art based on that relationship. Students must use symbolism in place of text.
ACE: Students will be able identify and employ additional sewing techniques.

Grade: 7 Term: 4

Students will be able to use symbolism to create a piece of art.
Students will explore art of Northern Africa and the Middle East to compare the cultural use of the Khamsa symbol.
Students will learn how to decode symbols.
Students will identify and utilize a color scheme in their own artwork.
Students will explore the mathematical aspects of art through the creation of tessellations.
Students will use their imagination and creativity to create a piece of art.
Students will demonstrate knowledge complementary colors.
Students will employ their prior knowledge of the elements and principles of design from 6th and 7th grade to create artist trading cards.

Scope and Sequence

Grade: 7 Term: 1

Objectives/Concepts	Topics/Delineation	Assessment What will students be able to do?
<p>Students will know how to create a circle in perspective and use shading to create depth and space. Students will be able to create tints and shades through their knowledge of color theory. Students will be able to identify neutral colors. Students will be able to manipulate pastels.</p> <p>ACE: draw a slice removed from cake</p> <p>1.5, 1.6, 1.7, 1.8, 2.7, 2.8, 2.9, 2.10, 3.4, 4.4-4.8, 5.5,</p>	<p>Perspective, The illusion of space, Color Theory, Wayne Thiebaud</p>	<p>Delicious Ellipse</p>
<p>Students will explore Japanese block prints and how they influenced impressionist artists of the 19th century. Students will use nature as inspiration to create a simplified print. Students will know and be able to use directional lines in their work to create a strong composition.</p> <p>ACE: Show progression (example: four seasons, sunset)</p> <p>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.8, 2.9, 2.11, 3.6, 5.5, 6.4, 7.2, 8.5, 9.2, 9.3</p>	<p>Symmetry, Nature, Printmaking, Japanese Printmaking, Hiroshige, Impressionists, Cassatt</p>	<p>Nature Print, Rub</p>
<p>Students will know:</p> <p>Students will explore their own strengths and weaknesses. Students will explore the Bestiaries of Medieval times.</p> <p>Students will use symbolism to represent two different sides of their personality.</p> <p>Students will learn watercolor techniques in order to create depth, dimension and texture.</p> <p>ACE: Make model magic (After school can turn into star book)</p> <p>1.5, 1.6, 1.7, 1.8, 2.7, 2.8, 2.9, 3.4, 3.5, 4.4-4.8, 5.6, 6.3</p>	<p>Self-Awareness, Medieval Art, Anime, Symbolism, Watercolor techniques, Texture</p>	<p>Surreal Me Water</p>

Objectives/Concepts	Topics/Delineation	Assessment What will students be able to do?
<p>Students will know the history and characteristics of cubism. Students will be able to create a value scale and use a limited palette to create an identifiable image. Students will be able to create a cubist inspired piece of art by visually breaking an image down into basic shapes and values. Students will use mixed media (painting and collage) to create a unified and cohesive piece of art.</p> <p>Students will be able to use a monochromatic color scheme with tints and shades for depth and dimension.</p> <p>ACE: Use radial symmetry 1.5, 1.6, 1.7, 1.8, 2.7, 2.9, 2.11, 3.4, 3.5, 4.4-4.8, 5.6, 6.3, 6.4</p>	<p>Self-Portrait, Cubism, Picasso, Braque</p>	<p>Cubist Close-up S</p>
<p>Students will know people through the Ages and around the world have different sets of values. Students will know value is an idea that is believed to be important and that governs our behavior. Students will explore their own values and realize that their values are dictated by society.</p> <p>Students will know that a triptych is a piece of art in a set of three that was very popular in religious paintings</p> <p>Students will create a triptych that shows a set of values using symbolism. Students will cut out intricate shapes and designs using scissors and an X-acto knife</p> <p>ACE: Observational drawing of personal object that will be collaged onto triptych 1.6, 1.7, 1.8, 4.4-4.8, 5.5, 5.6, 6.3, 6.4, 7.2, 7.3, 10.2</p>	<p>Personal Values, Byzantium, Romanesque, Gothic, Symbolism,</p>	<p>Treasured Triptych</p>
<p>Students will be able to simplify shape and form in order to create a cartoon character. Students will create a book. Students will explore the art career of a cartoonists and illustrators (Norman Rockwell, Charles Schultz, Aaron McGruder, Jennifer Seng,</p>	<p>Shape/Form, Illustration, Schultz, Boondocks Artist</p>	<p>My Journey Com</p>

<p>Maurice Sendak). Students will illustrate a point of time or moment from their everyday life.</p> <p>ACE: Pop-up, moving element</p> <p>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.8, 2.9, 2.10, 3.6, 7.3</p>		
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Grade: 7 Term: 3

Objectives/Concepts	Topics/Delineation	Assessment What will students learn?
<p>Students will be able to manipulate clay in order to create a slab-constructed relief in the shape of a home. Students will focus on texture and use additive and subtractive clay methods. Students will use an analogous color scheme to paint their clay piece. Students will add personal assemblage elements to adorn their art.</p> <p>ACE: pocket that can hold an object or 3D house, embedding glass beads</p> <p>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.8, 2.9, 2.10, 2.11, 3.6, 3.7, 5.5, 5.6, 5.7, 7.3</p>	<p>Clay, Color theory, Assemblage, Janis Wunderlich, Picasso</p>	<p>Clay Cottages, R</p>
<p>Students will explore the possibilities of line through sewing. Students will examine and compare traditional folk art with contemporary fiber arts. Students will explore their own relationships and create a piece of art based on that relationship. Students must use symbolism in place of text.</p> <p>ACE: Additional sewing technique</p> <p>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.8, 2.9, 2.10, 2.11, 3.5, 3.6, 3.7, 5.5, 5.6, 6.3, 6.4, 7.2, 7.3, 7.4, 9.2, 9.3, 9.4</p>	<p>Sewing, Fiber Art, Folk Art, Symbolism, Amish, African American Quilters, Faith Ringgold, Judy Chicago</p>	<p>Heart and BFF S</p>

Grade: 7 Term: 4

Objectives/Concepts	Topics/Delineation	Assessment What will students be able to do?
<p>Students will be able to use symbolism to create a piece of art. Students will explore art of Northern Africa and the Middle East to compare the cultural use of the Khamsa symbol. Students will learn how to decode symbols. Students will identify and utilize a color scheme in their own artwork and use Model Magic clay to create a 3D representation of their own preliminary drawing.</p> <p>ACE: Polymer Clay 1.6, 1.7, 1.8, 2.7, 2.8, 2.9, 2.10, 2.11, 3.5, 3.6, 4.4-4.8, 5.6, 7.2, 8.5</p>	<p>Symbolism, Khamsa, Planning</p>	<p>Khamsa, Rubric</p>
<p>Students will explore the mathematical aspects of art through the creation of tessellations. Students will use their imagination and creativity to create a piece of art. Students will use complementary colors to enhance their tessellated design.</p> <p>ACE: tessellation will have to morph into something else 1.6, 1.7, 1.8, 4.4-4.8, 2.7, 2.8, 2.9, 2.10, 2.11, 3.6, 5.6, 7.3,</p>	<p>Tessellation, Color Theory, M.C. Esher</p>	<p>Tessellation, Rubric</p>
<p>Students will use their prior knowledge from 6th and 7th grade to create artist trading cards</p> <p>ACE: 15 (5 for homework) 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 3.4, 3.5, 3.6, 7.3</p>	<p>Creativity, self-exploration, Review</p>	<p>10 Artist Trading Cards</p>