GRADE 7 ART

Description

All students in seventh grade art meet everyday for one full marking period. Students build on their prior knowledge of the Elements of Design. Craftsmanship is improved through persistence. Color theory, value, and proportion are emphasized. Students will be able to identify the properties of 2-Dimensional shapes as compared to 3-Dimensional forms. Community and world cultures are explored through a variety of activities.

Course Overview

Course Objectives	Essential Questions	Assessments
Students will be able to: • develop an awareness of spatial expressions and characteristics. • recognize that form can be created with value. • understand the use of color theory in Art work. • identify the properties of two dimensional shapes as compared to three dimensional forms. • discuss various artists' styles and cultural identification in our history.	• What is a portrait? • What is color theory and how do we use it? • What is meant by working three-dimensionally?	*Common Assessments* Students will: • explore self-awareness through the study of portraiture. • use color theory to explore the world around them , as well as in the world of art. • experience the difference between a two-dimensional flat surface and a three-dimensional form which can be • seen from all sides.
Content Outline I. Unit 1 - Portraits II. Unit 2 – Color Theory III. Unit 3 – 3-Dimensional Design	**Standards** Connecticut SDE Arts Curriculum Framework Connecticut State Visual Arts Standards are met in the following areas: • *Analysis, Interpretation and Evaluation* • *Elements and Principles* • *Media*	**Grade Level Skills** Students will: • use value to create the illusion of a three-dimensional form. • use emotion and expression in two-dimensional and three-dimensional performance assessments. • create and use color groups as they apply to a two-dimensional or three-dimensional surface. • create a three-dimensional form.

Pacing Guide		
Marking Period		
Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9		
Unit 1 Portraits 3 weeks	Unit 2 Color Theory 4 weeks	Unit 3 3-Dimensional Design 3 weeks

Unit 1 - Portraits, 3 weeks [top](#)

Standards
Analysis, Interpretation and Evaluation
Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
Students will:
- describe and analyze visual characteristics of works of art using visual art terminology.

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.

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 Photoshop or Elements in portraiture?

Assessments
- Self Portraits through observation
- Painted portraits
- Abstract portraits
- Collage/Assemblages
- Digital Portraits

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.

Unit 2 – Color Theory, 4 weeks top

Standards

Elements and Principles

Students will understand and apply elements and organizational principles of art

Students will:
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work.

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.

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?

Assessments
- Color Wheel
- Color Portraits
- Color in Design
- Painting on 2-Dimensional or 3-Dimensional Surfaces
- Stenciling

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.

Unit 3 - 3-Dimensional Design, 3 weeks <u>top</u>

Standards
Media
Students will understand, select and apply, techniques and processes.
Students will:
- use different media, techniques, and processes-2 dimensional and 3 dimensional, including media/technology- to communicate ideas, feelings, experiences and stories.

Analysis, Interpretation and Evaluation
Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
Students will:
- compare a variety of individual responses to, and interpretation of, their own works of art and those from various eras and cultures.

Unit Objectives	Essential Question	Assessments
Students will be able to: - identify the properties of 2-dimensional shapes as compared to 3-dimentional forms. - understand additive and subtractive methods of constructions. - investigate various cultural differences in 3-dimensional design. - understand what is meant by good craftsmanship.	- 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?	- Mask Making - Clay Forms - Paper Sculpture - Paper Mache Sculptures - Wire Sculptures - Assemblages **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 to change the surface of the form.