

Art Scope and Sequence: 7th Grade

Unit 1: Color Theory

Objectives:

Students will be able to:

- Identify the primary, secondary and tertiary colors.
- Recall information about the color mixing process from previous years.
- Create a color wheel using twelve colors.
- Formulate the correct color ratios for color mixing.
- Analyze color usage in famous works of art.

Big Idea:

- Understanding color theory.

Essential Questions:

- What are primary, secondary and tertiary colors?
- How does an artist create color?
- How do colors relate to one another?

Other Resources:

Cross Curricular Connections:

- Math

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Color Theory PowerPoint
- Websites
 - http://www.colorwithleo.com/art_colorwheel.php

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: primary, secondary, tertiary, color wheel, complimentary colors

Teaching Activities:

- Lesson ideas: 12 Object Color Wheel, Digital Color Wheel
- Students will learn about the color mixing process from teacher demonstration and website reference.
- Students will learn how to color mix either manually, digitally or both.
- Students will create a successful color wheel with the appropriate color organization.
- Students will then analyze color usage in famous works of art.

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Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will conduct an image search online and analyze color usage in famous works of art.

Sample Assessment:

- Project Rubric & Artwork Critique
- List the primary and secondary colors.
- What are complimentary and tertiary colors?

Unit 2: Optical Illusion Art (Op Art) and Positive/Negative Space

Objectives:

Students will be able to:

- View various examples of Optical Art through a PowerPoint presentation.
- Recall information about Op Art from resources.
- Identify the works of well-known illusion artist, M.C. Escher.
- Compile personal design ideas through the use of brainstorming.
- Create a visually successful optical illusion work of art using the materials properly.
- Critique Op Art in a constructive manner.

Big Idea:

- Creating Illusions with Positive/Negative Space.

Essential Questions:

- What is Optical Illusion Art?

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- How does an artist create an illusion?
- How does positive/negative space build artwork?

District References:

Other Resources:

- Large Reproduction #13 (Davis Materials)

Cross Curricular Connections:

- Math

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Optical Art PowerPoint
- YouTube Videos

Teaching Activities:

- Lesson ideas: Positive/Negative Space Art, Checkerboard Op Art, Sphere Op Art, Word Op Art
- Students will view various examples of Optical Art and Positive/Negative Space from the PowerPoint.
- Students will learn about Optical Illusions and Positive/Negative Space through references.
- Students will brainstorm and create a page of thumbnail sketches.
- Students will create a work of art that is a successful optical illusion using positive/negative space.
- Students will critique artwork in a constructive manner

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Optical Art, Illusion, M.C. Escher

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- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will view the Large Reproduction #13. Students will need to describe, analyze, interpret and judge the reproduction.

Sample Assessment:

- Project Rubric & Artwork Critique

Unit 3: One Point Perspective and Three-Dimensional (3-D) Art

Objectives:

Students will be able to:

- View various examples of three-dimensional pieces of art both real and implied.
- Recall information about one point perspective and 3-D art from previous years.
- Develop a one point perspective or 3-D design by brainstorming.
- Create a visually successful one point perspective drawing or 3-D work of art using the materials properly.

Big Idea:

- Exploring perspective and 3-D art

Essential Questions:

- What is one point perspective/three-dimensional art?
- How does an artist create a perspective/three-dimensional work of art?

Other Resources:

Cross Curricular Connections:

- Science
- Math

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: three-dimensional, form, space

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Technology:

- Computer Cart/LCD Projector
- Teacher Webpage
- Interactive Whiteboard
- Websites:
 - Papier Mache Lesson <http://www.sandiegozoo.org/>

Teaching Activities:

- Lesson ideas: Cityscape one point perspective, Papier Mache Animals, 3-D form paper project
- Students will view various examples of one point perspective/3-D artwork.
- Students will learn how to create one point perspective/3-D art by teacher demonstration and website references.
- Students will create a well-constructed and successful work of art.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will classmate's artwork critique in a constructive manner.

Sample Assessment:

- Project Rubric & Artwork Critique.
- Compare and contrast 2-D and 3-D art.

Unit 4: Modern Art

Objectives:

Students will be able to:

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- View various examples of Modern artwork.
- Recall information about the Modern movement from classroom resources.
- Identify the works of well-known Modern artists: Salvador Dali, Edvard Munch and Marc Chagall.
- Compile personal design ideas through the use of brainstorming.
- Create a visually successful Modern work of art using materials properly.
- Critique Modern artwork in a constructive manner.

Big Idea:

- Revisiting Modern Art

Essential Questions:

- What is Modern Art?
- How does an artist create Modern Art?
- How might modernism used to represent an idea or statement?

Other Resources:

Cross Curricular Connections:

- Social Studies – historical and futuristic references

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Teacher Webpage
- Website:
 - <http://www.artcyclopedia.com/index.html>

Teaching Activities:

- Lesson ideas: Surrealist Hands, Futuristic Project, Scream, Chagall Stained Glass
- Students will view various examples of Modern artwork.
- Students will learn about the process of creating Modern from classroom and website references.
- Students will brainstorm and create a page of thumbnail sketches.
- Students will create a modern work of art.
- Students will critique surrealist works in a constructive manner.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: modernism, surrealism, Salvador Dali, Edvard Munch, Marc Chagall

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Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- What type of question do Modern artists ask themselves when creating Modern art?

Sample Assessment:

- Project Rubric & Artwork Critique
- True or False: Modern artwork looks realistic. Explain.

Unit 5: Careers in Art

Objectives:

Students will be able to:

- Describe various careers within the realm of art.
- Recall information about different careers in art after viewing various online videos.
- Highlight one career of their choice and produce a mini informational presentation.
- Use their public speaking skills and present to the class.

Big Idea:

- Planning for the future-Art Careers.

Essential Questions:

- What could I do with Art when I grow up?
- How does an artist make a living creating art?

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- How might I go about starting a career in the field of Art?

District References:

- *Art Careers!* DVD by Davis

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- PowerPoint Software
- Website:
 - <http://www.incredibleart.org/jobs/artjobs.html>

Reading/Writing Connection:

- Write a letter of interest for a job in the Art field.

Teaching Activities:

- Lesson ideas: Careers in Art Informational Poster, Careers in Art Informational PowerPoint, Art Career Caricature
- Students will view *Art Careers!* DVD by Davis or online resources.
- Students will explore careers and learn about them in greater detail using the online resources.
- Students will focus on one art career that interests them the most and create a presentation or project.
- Students will then use their public speaking skills and present their information/project to the class.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H;

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: caricature, illustrator, computer animator, potter, photojournalist, museum curator, toy designer, industrial designer, interior designer, graphic designer, botanical illustrator, landscape architect, sculptor, public artist, futuristic artist, 3-D animator, scenic designer

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- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- After students have completed their presentations, students can write a day in the life of their career. They will need to put themselves into someone else's shoes and explain the day from start to finish.

Sample Assessment:

- Project Rubric & Presentation Critique
- Describe one art career that interests you the most?

Addendum: Pastels

Objectives:

Students will be able to:

- View various examples of art created by Cezanne or Georgia O'Keeffe.
- Recall information about using pastels from the text.
- Create a work of art using inspiration from Cezanne or Georgia O'Keeffe.
- Demonstrate proper use of pastels.
- Critique pastel drawings in a constructive manner.

Essential Questions:

- What are pastels?
- How are pastels used to create artwork?
- Why might an artist choose to use pastels over other mediums?

Other Resources:

- Art Reproductions

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Teacher Webpage

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: chalk pastels, oil pastels, Cezanne, Georgia O'Keeffe

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Teaching Activities:

- Lesson ideas: Cezanne oil pastel still-life, Georgia O'Keeffe chalk pastel
- Students will learn about the works of Cezanne or Georgia O'Keeffe.
- Students will use artists as a form of inspiration.
- Students will create a successful pastel drawing using various pastel techniques.
- Students will critique and analyze pastel works of art in a constructive manner.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will use the internet to research Cezanne or Georgia O'Keeffe. Students will then write a brief description of the artist's life and research three of their works of art.

Sample Assessment:

- Project Rubric & Artwork Critique
- Tell one fact about either Cezanne or Georgia O'Keeffe's life.