

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Draft

Curriculum Map

Visual Art Grade 7

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Discuss and practice procedures	Discuss and practice procedures.	Demonstrate consistency following procedures.	Websites: <ul style="list-style-type: none"> • http://www.theartofed.com/2010/12/06/improve-classroom-management-in-the-art-room-today • Caring for art supplies: www.how-to-draw-and-paint.com/art-supplies.html • Classroom Rules: http://www.nea.org/tools/establishing-classroom-rules.html • Noise control: http://www.incredibleart.org/files/QUIET.htm
2D Design Elements of Art	Create a repeating design (e.g. wallpaper, fabric, phone case, etc.). Design a collage.	Create a pre and post assessment demonstrating improved use of 2D design elements: <ul style="list-style-type: none"> • Line relates to shape • 2D shapes have height and width • Color defines shape • Texture enhances form and creates interest • Space relates to above, below and distance (illusion of depth) • Value defines illusion of form • Form (3-D shapes have height, width, and depth) 	Websites: <ul style="list-style-type: none"> • Interactive Online Video: http://soytuaire.labat.com/ • Van Gogh's Portrait of Joseph Roulin: http://www.getty.edu/education/teachers/classroom_resources/curricula/portraits/portraits_lesson03.html • Flash cards of 2D design principles: http://quizlet.com/2693260/elements-of-2d-design-flash-cards/ • Worksheets on the elements of art: http://freepdfdb.com/pdf/the-elements-of-art-worksheet • Printable worksheets, graphic organizers, and assessment tools and tests on the elements and principles: http://art.scholastic.com/issues/09_01_12/Printables

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>Single Object Drawings Using Multiple Shapes</p>	<p>Draw a single object composition combining multiple shapes that illustrate shape to form understandings (e.g. domestic animal such as a dog, cat, rabbit, etc. a “tin man”, etc.).</p>	<p>Pre and post assessment drawings of single objects to illustrate student growth in multiple shaped objects (shape to form understandings) in still life renderings.</p> <p>Demonstrate shape-to-form relationships of single object drawings with multiple shapes by using basic understandings of the following concepts/skills:</p> <ul style="list-style-type: none"> • Blocking in • Ellipse lines define “roundness” and “symmetry” • Axis lines create a sense of balance • Contour lines define the outer edges and inner parts of object • Format/proper placement of objects • Scale and proportion (tree to a flower) • Value gradation /shading techniques • Illusion of form • Positive and negative shapes utilize space and balance • Light source/ cast shadows 	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.wetcanvas.com/ArtSchool/Drawing/BasicDrawing.old/Lesson4/index.html • Light and Shadows: http://www.pencils.com/blog/drawing-lessons-using-light-and-shadows-to-create-3-dimensional-shapes/ • Sketching: http://www.pencils.com/blog/drawing-lessons-importance-of-sketching/ • Texture in Drawing: http://www.pencils.com/blog/drawing-lessons-creating-textures/
<p>Round, Conical, Cylindrical and Pyramidal Forms</p>	<p>Create a still life drawing including round, conical, cylindrical and pyramidal objects (e.g. soda pop can, glass bottle, clown hat, etc.).</p> <p>Develop a series of thumbnail sketches of each of the forms.</p> <p>Draw each of the forms on the blank side of index cards. Students can <i>define</i> the shape drawn by flipping the card over and writing on</p>	<p>Pre and post assessment of individually drawn round, conical, cylindrical and pyramidal forms.</p> <p>Demonstrate student growth through pre and post instructional assessments demonstrating understanding of the following concepts/skills:</p> <ul style="list-style-type: none"> • Ellipse lines • Axis lines • Contour lines 	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.wetcanvas.com/ArtSchool/Drawing/BasicDrawing.old/Lesson4/index.html • http://www.wetcanvas.com/ArtSchool/Drawing/BasicDrawing.old/Lesson6/index.html • Shading Round Forms: http://www.discover-how-to-draw.com/how-to-draw-3d-shapes-with-shading.html • How to draw and shade a sphere: http://www.pencilsessions.com/2012/01/how

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>the on the <i>lined</i> side of the card along with the steps necessary to complete the drawing.</p>	<ul style="list-style-type: none"> • Format/placement of objects • Scale and proportion • Value gradation • Illusion of form • Positive and negative shapes • Light source/cast shadows 	<p>-to-draw-a-simple-sphere/</p> <ul style="list-style-type: none"> • Drawing and shading cones: http://www.drawinghowtodraw.com/drawing-lessons/things/articles/ls-drawing-shading-cones.html • Shading round forms and uses of shading pencils: http://www.discover-how-to-draw.com/how-to-draw-3d-shapes-with-shading.html • Light Sources in works of art: http://painting.about.com/od/landscapes/ss/lightdirection.htm
<p>Grouped Objects Using a Viewfinder to Frame Compositions</p>	<p>Create a viewfinder (cut a 1" x 2" opening in an index card) and frame a segment of a still life composition.</p>	<p>Pre assessment to include drawing a still life/segment of still life without the use of a viewfinder. Document student growth in post with use of viewfinder.</p> <p>Demonstrate how to draw a 3D segment of a large still life (using a viewfinder) that illustrates 2-D design shape to form understandings:</p> <ul style="list-style-type: none"> • Format may be vertical or horizontal according to height/width of composition • Shape-to form relationships/shapes within shapes • Align vertical/horizontal axis lines to edges of the paper to align objects • Blocking-in technique determines size and placement of object(s) • Objects relate to other objects by scale and proportion • Overlapping creates an illusion of in-front-of/in-back-of • Positive and negative shapes utilize 	<p>Websites:</p> <ul style="list-style-type: none"> • How to Draw a Still Life: http://www.draw23.com/drawing-still_life • Making and Using a Viewfinder: http://www.drawspace.com/lessons/view/a07 • Use of a viewfinder: http://www.incredibleart.org/lessons/middle/Andy-Circle.htm • Tips and tools: http://emptyeasel.com/2006/12/08/how-to-draw-what-you-see-techniques-and-tips-to-improve-your-drawing-skills/ • Observing and drawing: http://www.drawing-faces-and-caricatures-made-easy.com/drawing-basics.html • http://www.wetcanvas.com/ArtSchool/Drawing/BasicDrawing.old/Lesson6/index.html <p>Artists/Artworks:</p> <p><i>Apple Family II</i>, O'Keeffe <i>Curtain and Flowered Pitcher</i>, Cezanne <i>Ironing</i>, Carruthers</p>

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		space and balance <ul style="list-style-type: none"> Escaping or touching four sides of the paper Gradation of values to creates an illusion of form 	<i>Glass Bowl with Fruit</i> , Unknown <i>Still Life with Drinking Horn</i> , Kalf <i>The Lobster</i> , Dove <i>Tree Peonies</i> , Unknown <i>Still Life</i> , Johnson <i>Delphiniums</i> , Brady
Using a Grid to Enlarge Images	Draw an enlarged image to scale (1in. to 3in.).	Pre and post assessment to include enlarging 3D object (on a 2D surface) without grid. Document student growth in post with use of grid to enlarge image(s). Demonstrate an understanding of the use of a grid to enlarge an image (scale of 1" to 3") <ul style="list-style-type: none"> Accuracy of 1" grid on the art image and a 3" grid (for finished product) of the same number of squares Accuracy in duplicating/enlarging the image square Demonstrate observation skills <ul style="list-style-type: none"> Concentration of curved lines, horizontal/vertical lines in each box of the grid Replicate values 	Websites: <ul style="list-style-type: none"> Grids: http://www.art-is-fun.com/grid-method.html Uniting math concepts in grid drawing: http://www.incredibleart.org/lessons/middle/altered_grid.html Worksheet: Slice of Pizza: http://www.free-for-kids.com/Drawing%20Grid/Drawing%20Grid%20With%20Pizza.pdf Worksheet: A Horse's head: http://images.essentialbaby.com.au/file/2011/12/30/2865138/Learn-To-Draw-stallion.pdf Chuck Close inspired grid: http://www.artprojectsforkids.org/search?updated-max=2010-01-19T19%3A17%3A00-08%3A00&max-results=8

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QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Construct Compositional Planning	Identify and explain personal choices in artwork.	Follow student overtime, through written or recorded demonstrations, exemplifying their ability to articulate and explain their visual art aesthetic choices regarding conceptual and technical skills. Relate to: <ul style="list-style-type: none"> • Media • Tools • Techniques • Processes • Concept 	Websites: <ul style="list-style-type: none"> • Project Zero: http://www.pz.gse.harvard.edu/studio_thinking.php • http://www.oldpz.gse.harvard.edu/Research/StudioThink/StudioThinkEight.htm Books: <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> , Hetland, Winner, Veenema, and Sheridan
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Critiquing Process	Develop and use vocabulary to speak about personal, peer and master works of art: <ul style="list-style-type: none"> • Explain how personal choices and preferences relate to 2-D Design Elements and shape-to-form-aspects in artworks • Discuss what is in the artwork • Use factual information • Explain feelings, ideas, or moods communicated through selected artworks • Make personal decisions about artworks 	Using audiovisual devices to record student critiques throughout the year. Look for greater depth of conversation, better conceptual understanding and proper and frequent use of vocabulary.	Steps of Critique: www.dl.ket.org/humanities/resources/art/critproc.htm
Examination of Historical/Cultural Aspects	Create a graphic organizer that compares work by historical and/or contemporary artists (prints, digital, sculpture, etc.).	Create a pre and post assessment (graphic organizer, recorded pre and post instructional discussion) of students examining works of art. <ul style="list-style-type: none"> • Communicate how societies and cultures influence works of art • Recognize similarities and differences in artwork from given eras 	Websites: <ul style="list-style-type: none"> • Japanese Fish Printing :Lesson uniting Asian culture, printmaking, and the biology of fish: http://artsedge.kennedy-center.org/educators/lessons/grade-5/Gyotaku_Japanese_Fish_Printing.aspx

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		<ul style="list-style-type: none"> Recognize an artist's use of historical and cultural influences in an artwork (e.g., class critiques and discussion(s)) Compare and contrast specific artwork from given eras 	<ul style="list-style-type: none"> Pop Culture vs. Pop Art - Lesson that questions the role of the artist: http://artsedge.kennedycenter.org/educators/lessons/grade-68/Making_the_Ordinary_Pop.aspx Telling Stories: Witness to a brawl: http://www.getty.edu/education/teachers/classroom_resources/curricula/stories/lesson01.html
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.Math.Practice.MP4 Model with mathematics	CCSS.Math.Content.7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Create a pre and post work of art demonstrating student growth in understanding of symmetry, scale, and/or using a grid as a mathematical concept.	Websites: <ul style="list-style-type: none"> Lesson Uniting Mandalas, Polygons, and Symmetry: http://artsedge.kennedycenter.org/educators/lessons/grade-6-8/Mandalas_and_Polygons.aspx Tessellation lesson: http://www.artprojectsforkids.org/2009/06/fish-tessellation.html Lesson uniting math concepts in grid drawing: http://www.incredibleart.org/lessons/middle/altered_grid.html
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Pre/post observation of student work (sketchbook, labeling pre/post assessments, graphic organizers, etc.) showing growth in organization of ideas and information leading to better understanding by the viewer.	Websites: <ul style="list-style-type: none"> Lesson on Compositional Planning and narrative writing: http://www.old-pz.gse.harvard.edu/Research/StudioThink/StudioThinkEight.htm http://www.getty.edu/education/teachers/classroom_resources/curricula/mythology/lesson04.html Middle School Art Lessons involving interdisciplinary connections: http://www.princetonol.com/Groups/iad/lessons/middle/integration.html

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
			<ul style="list-style-type: none"> • Students respond to Asian art by writing haiku: http://www.getty.edu/education/teachers/classroom_resources/curricula/asian_influences/asian_influences_lesson04.html • Compare and Contrast two paintings lesson in color and satire: http://www.getty.edu/education/teachers/classroom_resources/curricula/historical_witness/lesson05.html • Students write mythological narratives: http://www.getty.edu/education/teachers/classroom_resources/curricula/mythology/lesson04.html • http://www.princetonol.com/Groups/iad/lessons/middle/integration.html

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
One-Point Linear Perspective	Draw a hallway in one-point linear perspective.	Pre and post assessment to include drawing a “before” rendering of a cubic form illustrating student’s existing knowledge and skills of one point linear perspective. Compare drawings to the end product to document growth. Demonstrate understanding of one-point perspective (parallel perspective): <ul style="list-style-type: none"> • Eye level (at horizon line) • Bird’s eye view (above horizon line) • Worm’s eye view (below horizon line) • Horizon line • Vanishing point • Parallel lines • Converging lines 	Websites: <ul style="list-style-type: none"> • Lesson Plan on Perspective Drawing: http://www.explore-drawing-and-painting.com/perspective-drawing.html • Steps of hallway drawing: http://www.slideshare.net/normanickel/one-point-perspective-hallway-14855748 • Explanation of one point perspective and lesson: http://thehelpfulartteacher.blogspot.com/2010/12/perspective-drawing-101drawing-house.html • Link to drawing lessons on perspective: http://www.drawinghowtodraw.com/drawing-lessons/Perspective-Drawing/
Faces and Figures	Draw a self-portrait/portrait. Create gesture drawings of posed figure. Render a figure drawing.	Pre and post assessments to illustrate growth in technique for creating figurative work. Create drawings that illustrate student’s existing figurative knowledge and skills. Compare post drawings to document student growth. Demonstrate understandings of portraits/self-portraits depicting shape-to-form relationships, accurate placement of facial features, and accurate proportions of the human figure: Face: <ul style="list-style-type: none"> • Outline of faces indicated by an oval shape • Symmetry of face is created by using 	Websites: <ul style="list-style-type: none"> • Claude Monet and Vincent van Gogh - self portrait lesson: http://www.incredibleart.org/lessons/middle/Lessons/8impaint.htm • Pablo Picasso Cubist based self portrait project: http://www.incredibleart.org/lessons/middle/cubist_weiler.html • Draw a Figure With Basic Shapes: http://www.paintdrawpaint.com/2012/03/drawing-basics-constructing-figure-with.html • Figure Drawing Basics: http://www.scribd.com/doc/2080605/Figure-Drawing-Basics

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		center axis lines <ul style="list-style-type: none"> • Ellipse lines are used to create proportional divisions in facial features • Distance from forehead to chin defines eye plane • Distance from eye to chin defines nose plane • Distance from nose to chin • Defines mouth plane • Individual features are created by using shape-to-form relationships Figure: <ul style="list-style-type: none"> • Blocking in • Scale and proportion • Axis (bone structure) • Shape to form (volume multiple poses) • Gesture (action figure drawing) 	
2D Design principles: Emphasis, Rhythm/Movement, and Balance	Create artwork using the 2D Design principles: emphasis rhythm/movement, and balance.	Pre (defining) and post examples of students exploring visual language. Demonstrate an understanding of the art principles: Emphasis in artworks that use: <ul style="list-style-type: none"> • color • shape • size • contrast Demonstrate an understanding of Rhythm/Movement in artwork that utilizes: <ul style="list-style-type: none"> • Repetition of line, shape, color, value, and 	Website: Art is.... Elements & Principles of Design (on Gaggle) - a short clip on creating emphasis in a geometric/organic composition Artists/Artworks: <i>Vega-Nor, Vasarely</i> <i>Georgia Landscape, Woodruff</i> <i>Chinese Storage Jar</i> <i>North African Strip, Taaffee</i> Persian Titlework <i>King, Evans</i> <i>Eskimo Mask</i>

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Visual Art Grade 7

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<p>size</p> <ul style="list-style-type: none"> • Pattern <p>Demonstrate understanding of Balance (line, shape, and color):</p> <ul style="list-style-type: none"> • Symmetrical balance - equal • Asymmetrical balance – unequal • Radical - radiating from center 	<p><i>Paris Street, Caillebotte</i> <i>Design Made at Airlie Gardens, Evans</i> <i>Still Life with a Curtain, Cezanne</i> <i>The Monkey, Marc</i> <i>Las Lavanderas, Botello</i> <i>Bridge Over the Riou, Derain</i> <i>Sunflowers, van Gogh</i> <i>Beachcombers, Ong</i></p>
<p>2D Design principles Variety and Contrast</p>	<p>Create a western design (e.g., Remington).</p>	<p>Pre (defining) and post examples of students exploring visual language.</p> <p>Demonstrate understanding of variety and contrast in a composition:</p> <ul style="list-style-type: none"> • Differences among elements • Extreme opposites 	<p>Websites:</p> <ul style="list-style-type: none"> • http://lessonplanspage.com/artelemenstsinwesternthemedesignsfocusonvarietyk3-htm/ • Contrast – Franz Kline: http://www.moma.org/collection/artist.php?artist_id=3148 • Variety and contrast – Jackson Pollock: http://www.nga.gov/feature/pollock • Slideshow on Contrast: http://thevirtualinstructor.com/contrast-in-art.html • Lesson plan on altered books: http://www.incredibleart.org/lessons/middle/Linda-books.htm <p>Artworks/Artists:</p> <p><i>Gloucester Harbor, Homer</i> <i>Portrait of Pablo Picasso, Gris</i> <i>Fish Scents, Marilee Whitehouse-Holm</i></p>
<p>CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.</p>			

Curriculum Map

Visual Art Grade 7

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Imagine/ Reflect Compositional planning	Demonstrate how to articulate the decision making process when creating original works of art.	Using a pre and post, either a written or verbal arrangement, ask students to discuss their artwork using the following creative process: <ul style="list-style-type: none"> Strategize solutions to a specific visual art assignment (e.g., generate or brainstorm ideas, research, complete thumbnail sketches of ideas, develop solutions). Execute chosen strategies to solve specific visual art assignments (e.g., choose best strategy and complete a work of art). Explain the final outcome 	Websites: PDF Document on the Creative Process in Art: www.davisart.com/portal/.../artadvocacy/creative-process-art.pdf
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Examination of Historical/Cultural Aspects	Explore the following concepts and create a method for communicating the results of the exploration with others: <ul style="list-style-type: none"> Contributions of exemplary artists and/or artworks How art influences history/culture and vice versa 	Using a pre and post assessment connected to the content being taught, discuss and create art with global awareness using the following criteria: <ul style="list-style-type: none"> Communicate how societies and cultures influence works of art Recognize similarities and differences in artwork from given eras Recognize an artist's use of historical and cultural influences in an artwork (e.g., class critiques and discussions) Compare and contrast specific artwork from given eras 	Websites: <ul style="list-style-type: none"> Students study Artists Lucas Samaras and Joseph Cornell and create an Identity Box: http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Identity_Boxes.aspx Cityscape Artist Stefan Bleekrode: http://stefanbleekrode.exto.org/ Nova Scotian Artist Monika Wright: vividly colorful acrylic paintings: http://EmptyEasel.com/2013/03/20/monika-wright-cheerful-mixed-media-abstract-paintings/
Critiquing Process	Develop and use vocabulary to speak about personal, peer and master works of art: <ul style="list-style-type: none"> Explain how personal choices and 	Use audio/visual devices to record student critiques. Student growth can be shown by comparing critiques throughout the year. Look for better use of vocabulary, greater	Website: Steps of Critique: www.dl.ket.org/humanities/resources/art/critproc.htm

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>preferences relate to design elements</p> <ul style="list-style-type: none"> • Discuss what is in the artwork (discussion) • Use factual information (analysis) • Explain feelings, ideas, or moods communicated through selected artworks 	<p>understanding of content and more in-depth conversations.</p>	
<p>CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.</p>			
<p>Integration of Visual Arts and Performing Arts</p>	<p>Explain how visual art connects with:</p> <ul style="list-style-type: none"> • Dance • Music • Theatre 	<p>Create a pre/post test or an activity that measures student understanding of the connections between visual art and theatre, visual art and dance, and visual art and music. Students should understand that fine art forms can be viewed <i>and</i> heard.</p>	<p>Websites:</p> <ul style="list-style-type: none"> • Lesson on theatre masks: http://www.incredibleart.org/lessons/middle/Cathy-Greek.htm • Lesson on Renaissance clothing: http://www.incredibleart.org/files/Ren-Clothing.htm
<p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Follow students over time as they critique the work of others through discussion and/or graphic organizers. Look for growth in ability to analyze the main idea and support it with details and appropriate art vocabulary.</p>	<p>Website: Common Core Standards http://www.corestandards.org</p>

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.</p>			
<p>2D Design Principle: Unity</p>	<p>Create a relief print of a real or imagine outdoor scene or animal (using 2 printing plates) that illustrate unity.</p>	<p>Pre (defining) and post examples of students exploring visual language.</p> <p>Demonstrate understanding of unity by using the following:</p>	<p>Website: http://www.artapprenticeonline.com/artstudies/earnctr/artisticprin/edlearnctrapun.html</p> <p>Artworks/Artist:</p>

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<ul style="list-style-type: none"> Whole-to-parts and parts-to-whole relationships Repetition of a color, shape, or other element Related colors 	<p><i>Figure Five in Gold</i>, Demuth <i>Tiger Attacking a Buffalo</i>, Rousseau <i>Harmony in Red (The Red Room)</i>, Henri Matisse</p>
2D Design Principle: Harmony	Create a composition using a monochromatic, analogous, and or warm/cool colors.	<p>Pre (defining) and post examples of students exploring visual language.</p> <p>Demonstrate understanding of harmony by using:</p> <ul style="list-style-type: none"> Similarities of the elements Color harmonies express mood in a composition by use of the following: <ol style="list-style-type: none"> Monochromatic color schemes – compositions using one color using tints/shades of one color Analogous colors – compositions using colors that are side by side on the color wheel Warm and cool colors 	<p>Websites:</p> <ul style="list-style-type: none"> Defining harmony: http://www.drawinghowtodraw.com/drawing-lessons/art-design-principles/art-harmony-composition.html Analogous Color Theory: http://EmptyEasel.com/2011/10/ Abstract Artist Mark Rothko: http://www.nga.gov/feature/rothko/late2.shtm Lesson on Harmony Cubist Chair Collage http://www.incredibleart.org/lessons/middle/Rachel-Cubism.htm <p>Artists/Artworks</p> <p><i>Circle Limit III</i>, Escher <i>Trains du Soir</i>, Delvaux <i>Christina's World</i>, Wyeth</p>
Painting Techniques, Media, and Processes	<p>Create a tempera painting using pure color, mixed color, and broken color.</p> <p>Create a painting using a split-complementary scheme with tempera paint. (Art Print: <i>Summer Evening</i>, van Gogh)</p> <p>Create a painting using white and black tempera illustrating an understanding of color value.</p>	<p>Using pre and post assessments, demonstrate improved use of pure color, mixed color, and broken color techniques.</p> <p>Demonstrate understanding of pure color, mixed color, and broken color using tempera paint.</p> <ul style="list-style-type: none"> Color schemes Split complementary/triadic Color Value (lightness and darkness) 	<p>Websites:</p> <ul style="list-style-type: none"> Watercolor Painting Techniques (on Gaggle) Interactive color wheel - for a class presentation or as individual student research: http://thevirtualinstructor.com/interactivewheel.html Pointillism with Q tips lesson: http://www.incredibleart.org/lessons/middle/PointillismMS.html Pointillism presentation, full of examples from history and current student work:

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>Create a painting using complementary colors showing an understanding of color intensity.</p> <p>Create a painting using the hard edge technique in a composition using the art print: <i>Boats at Saintes/Maries</i>, van Gogh.</p> <p>Create a painting using broken color (pointillism) in a composition using the art print: <i>Bathers at Asnieres</i>, Seurat</p>	<ul style="list-style-type: none"> • White and black paint – monochromatic • Color intensities (brightness and dullness) • Complementary colors • Techniques/Style (s) • Hard edge • Pointillism broken color 	<p>http://www.slideshare.net/ljohnson60/pointillism-painting-project</p> <ul style="list-style-type: none"> • Georges Seurat's "Sunday Afternoon" with enlarged areas for close study: http://www.metmuseum.org/toah/works-of-art/51.112.6 • Slideshow of 15 artworks by modern artists using pointillism techniques: http://www.metmuseum.org/toah/works-of-art/51.112.6 • Basic Color theory and Color Schemes http://thevirtualinstructor.com/Color.html • Experimenting with Color: Triads04/painting-with-analogous-colors-or-as-i-like-to-call-them-color-cousins/ • Color Theory: http://EmptyEasel.com/2007/03/16/using-the-color-wheel-c • Compare and Contrast two paintings lesson in color and satire: http://www.getty.edu/education/teachers/classroom_resources/curricula/historical_witness/lesson05.html <p>Artists/Artworks <i>Summer's Day</i>, Morisot <i>Self-Portrait</i>, Beckmann <i>Stack of Plates</i>, Fish <i>Tranquility</i>, Gasser</p>
Color Theory	<p>Mixing Paint: Create a unique color wheel by depicting placement of hues and color relationships.</p>	<p>Create pre and post assessments by providing students with primary colors and have them demonstrate understanding/skill of color mixing, color schemes, and color relationships. Document student growth in pre and post.</p> <p>Demonstrate understanding of color theory:</p> <ul style="list-style-type: none"> • Color wheel 	<p>Websites:</p> <ul style="list-style-type: none"> • Lesson on Color Wheel: http://www.theartofed.com/2013/01/17/graffiti-name-color-wheel-free-lesson-plan-download/ • Analogous Color Theory: http://EmptyEasel.com/2011/10/ • Experimenting with Color: Triads

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<ul style="list-style-type: none"> Mixing color Color schemes Placement of color Color in design 	<p>04/painting-with-analogous-colors-or-as-i-like-to-call-them-color-cousins/</p> <ul style="list-style-type: none"> Color Theory: http://EmptyEasel.com/2007/03/16/using-the-color-wheel-color-theory-tips-for-artists-and-painters/ Lesson uniting science (data collection, identification, light properties) and art: http://www.incredibleart.org/lessons/middle/plastic_flowers.html <p>Artists/Artworks <i>Georgia Landscape</i>, Woodruff <i>The Red Vineyard</i>, van Gogh <i>Fragment of Composition II</i>, Wassily Kandinsky</p>
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<p>Imagine Creative Thinking/ Risk Taking</p>	<p>Explain how taking risks during the creative process affects the finished work of art.</p>	<p>Pre/post or post/post written, recorded or illustrated evidence of students explaining how taking risks in the creative process influenced the choices they made in their works of art in regards to:</p> <ul style="list-style-type: none"> Theme Symbolism Purpose Media/Technique 	<p>Websites: Symbolism in Art: http://www.ducksters.com/history/art/symbolism.php</p>
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
<p>Examination of Historical/Cultural Aspects</p>		<p>Design a pre and post instructional assessment of student's ability to discuss/present a particular artists biography/artist statement regarding their concepts, cultural contributions and/or skills</p>	<p>Websites:</p> <ul style="list-style-type: none"> Great writing and research based lesson Idea. "Art in the Style of..." http://www.incredibleart.org/lessons/middle/

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		and techniques.	Stephanie-Research.htm • Scholastic Article on History of Sculpture: http://www.scholastic.com/browse/article.jsp?id=3753866Sculp • List of 50 oldest prehistoric artworks: http://www.visual-arts-cork.com/prehistoric/oldest-art-top-50.htm • Compare and Contrast two sculptures: interactive website: http://www.slam.org/sfysculpture/compare.html
Critiquing Process	Develop and use vocabulary to speak about personal, peer and master works of art: <ul style="list-style-type: none"> • Explain how personal choices and preferences relate to design elements and art processes • Discuss what is in the artwork (discussion) • Use factual information (analysis) • Explain feelings, ideas, or moods communicated through selected artworks 	Use audio/visual devices to record student critiques. These critiques can span several projects and show development in students' ability to articulate thoughts and assess other works of art.	Websites: Steps of Critique: www.dl.ket.org/humanities/resources/art/critproc.htm
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
Understanding and Problem Solving	Demonstrate how study in visual art, when combined with another academic discipline, contributes to problem-solving skills and/or greater understanding of another academic discipline.	Pre instruction: create a KWL chart assessing what students know about the history of functional art in relation to history and design. Post instruction: students can choose a particular type of functional art to study (colonial furniture, weavings, architectural structures) and present what they learned to the class.	Websites: <ul style="list-style-type: none"> • Describing the history of American quilts and textiles: http://www.bableto.com/lessons/functionalart.pdf • Compare and Contrast two sculptures: interactive website: http://www.slam.org/sfysculpture/compare.html • Awesome functional art Weaving project: http://jikits.blogspot.com/2010/04/when-life-gives-you-lemons.htm

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>PERFORM: Standard 1 Students will understand and apply media, techniques, and processes.</p> <p>Standard 2 Students will use knowledge of structures and functions.</p>			
<p>Creating Compositions using Spatial Relationships (Illusion of Depth/Space)</p>	<p>Create a torn paper landscape.</p>	<p>Pre (defining) and post examples of students exploring visual knowledge of divisions of picture plane and how to create the illusion of 3D on a 2D surface.</p> <p>Demonstrate an understanding of spatial relationships in a landscape by using:</p> <ul style="list-style-type: none"> • Division of picture plane • Horizon line • Overlapping • Atmospheric perspective • Diminishing sizes • Diminishing colors • Diminishing values <p>Detail/focus/illusion of haziness in distances</p> <ul style="list-style-type: none"> • Placement of objects in picture plane • Linear perspective 	<p>Websites:</p> <ul style="list-style-type: none"> • Foreground, Middle ground, Background: http://www.svam.org/education/07b.pdf • Composing a Landscape: http://www.metmuseum.org/learn/for-educators/lesson-plans-and-pre-visit-guides/composing-a-landscape • Watercolor Landscape: http://athensart.weebly.com/lesson-plan---watercolor-landscape.html • Torn paper landscapes: http://www.makeandtakes.com/creating-torn-paper-landscapes • cityscape images: http://www.citiscapes-art.com/ • Atmospheric Perspective slideshow: http://www.artlex.com/ArtLex/a/aerialperspective.html
<p>3D Design Sculpture</p>	<p>Demonstrate technique and processes of sculpture:</p> <ul style="list-style-type: none"> • Additive (e.g. paper-mache) • Subtractive (e.g. an animal sculpture using a bar of soap) • Modeling (e.g. caricature/figure with clay) • Construction (e.g. a unique dwelling for an animal using cardboard, construction paper and/or other found objects) 	<p>Pre instruction: create a graphic organizer to compare/contrast the following:</p> <ul style="list-style-type: none"> • Additive • Subtractive • Modeling • Construction • Sculpture-in-the-round • Relief 	<p>Websites:</p> <ul style="list-style-type: none"> • Sculpture: http://www.art-rageous.net/Packing TapeSculpture.html • Sculpture: http://www.art-rageous.net/Goblin-Creature-Sculpture.html • Sculpture: http://www.art-rageous.net/ReliefSculpture-Additive Process.html • Sculpture and techniques by Martin Puryear: http://www.getty.edu/education/teachers/cla

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>Create an abstract sculpture that illustrates sculpture in the round.</p> <p>Create a relief sculpture of a frieze.</p>	<p>Post instruction: demonstrate the understanding of shape-to-form, parts to whole, additive, subtractive, modeling, and assembling techniques in sculpture making.</p>	<p>ssroom_resources/curricula/sculpture/backround2.html</p> <ul style="list-style-type: none"> Language arts enforced sculpture lesson: http://www.incredibleart.org/files/storypot.htm audio-enforced slideshow of Walker Art Center's <i>Minneapolis Sculpture Garden</i>, featuring 150 outdoor pieces and interviews with Sculptors, such as Claes Oldenburg, Tony Smith, http://www.artsconnected.org/resource/100996/minneapolis-sculpture-garden
<p>3D design Architecture</p>	<p>Demonstrate understanding of architectural design relationships:</p> <ul style="list-style-type: none"> Form follows function Needs of humans Needs of community <p>Demonstrate understanding of shape-to-form relationships in architectural design.</p> <p>Explain the relationship between man-made environments and natural environments.</p>	<p>Pre/post: create assignments or tests that determine students'</p> <ul style="list-style-type: none"> ability to effectively describe the design relationship between the needs of people, the needs of a community, and how <i>form</i> must follow <i>function and why</i> knowledge of man-made and natural environments knowledge of shape to form relationships in architectural design <p>Pre instruction: use oral or written assignments to determine students understanding of the importance of accurate scale and proportions, the use of mathematics, and the application of problem solving skills related to architecture design.</p> <p>Post instruction: create art making opportunities for students to illustrate their understanding of scale and proportion and</p>	<p>Websites:</p> <ul style="list-style-type: none"> Skyscrapers: http://www.discoveryeducation.com/teachers/free-lesson-plans/higher-and-higher-amazing-skyscrapers.cfm Illustrated Architecture Dictionary: http://www.buffaloah.com/a/DCTNRY/vocab.html <i>American Residential Architecture</i> http://www.incredibleart.org/lessons/middle/middle13.html <i>Architecture Around the World</i>: http://www.incredibleart.org/files/architecture.htm <i>Architecture around the World</i>: http://www.greatbuildings.com/ <i>Drawing your Dream House</i>: http://www.incredibleart.org/lessons/elementary/da-houses.htm Paper Architecture 3-D design: http://www.incredibleart.org/lessons/middle/Mark-paperarch.htm

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		mathematical concepts in architectural design.	<ul style="list-style-type: none"> Citiscape Artist Stefan Bleekrode: http://stefanbleekrode.exto.org/
3D Design Interior Design	Draw an interior.	<p>Pre instruction: create an assessment of student understanding of how to use <i>scale</i> when drawing a space or a room. Include a way to measure student understanding of <i>furniture</i> scale and its relationship to the <i>size</i> of a room. Also, measure student knowledge of the use of color schemes for a specific room or location.</p> <p>Post instruction: determine if students can recognize, describe, and define <i>interior design</i> and its concepts in works of art.</p> <p>Have students demonstrate their knowledge through an art activity requiring the application of their knowledge of color scheme, knowledge of scale and proportion in a room, and knowledge of scale and proportion in relation to furniture size and placement.</p>	<p>Websites:</p> <ul style="list-style-type: none"> Color Schemes and Interior Design http://www.hgtv.com/painting/color-theory-101-analogous-complementary-and-the-60-30-10-rule/pictures/index.html Odili Odita, Nigerian Architect, interior mural: http://contemporaryartscenter.org/images/lessonplans/Odili%20adaptable%20mixed%20media.pdf Student-made furniture: http://www.popularmechanics.com/home/how-to-plans/woodworking/12-amazing-diy-furniture-projects-by-high-school-builders 3D virtual room designing: http://www.popularmechanics.com/home/how-to-plans/woodworking/12-amazing-diy-furniture-projects-by-high-school-builders
Careers in Art	Create a PowerPoint describing an art career.	<p>Pre (defining) and post examples of students exploring art careers.</p> <p>Demonstrate an understanding of careers in visual arts:</p> <ul style="list-style-type: none"> Illustrator Cartoonist Photographer Interior designer Graphic designer Industrial designer Landscape designer 	<p>Websites:</p> <ul style="list-style-type: none"> Art Jobs: http://kids.usa.gov/teens-home/art/art-jobs/index.shtml Careers related to the Visual Arts: http://www.rd99.com/197artcareers/careers-for-visual-arts http://voices.yahoo.com/55-careers-anyone-interested-visual-fine-6335494.html?cat=4 Interactive video and writing lesson of 3 careers in Visual Art http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Arts_Careers.aspx Pop Culture vs Pop Art - role of the artist:

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		<ul style="list-style-type: none"> Art teacher 	<p>http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Making_the_Ordinary_Pop.aspx</p> <ul style="list-style-type: none"> Advertising and Marketing http://artsedge.kennedycenter.org/educators/lessons/grade-6-8/Media_1_Basics.aspx
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Imagine/ Investigate Compositional Planning	Identify and explain personal choices in art work over the course of a project.	Pre/post recorded or written documentation of the choices students made in creating their compositions.	Websites <ul style="list-style-type: none"> Project Zero: http://www.pz.gse.harvard.edu/studio_thinking.php http://www.old-pz.gse.harvard.edu/Research/StudioThink/StudioThinkEight.htm
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Standard 4 Examination of Historical/Cultural Aspects	Demonstrate an understanding of the historical significance/cultural impact of the creation and advancement of photography.	Pre/post instruction test assessing student knowledge of the history of photographic processes and its contributions to cultural development.	<ul style="list-style-type: none"> Dutch Painter Johannes Vermeer and the Art of Perspective: http://www.metmuseum.org/toah/hd/verm/hd_verm.htm Vermeer and the Camera Obscura: http://www.essentialvermeer.com/camera_obscura/co_three.html http://www.vam.ac.uk/content/articles/d/drawing-techniques-camera-obscura/
Critiquing Process	Demonstrate knowledge of critiquing 3D design, architecture, and/or interior design.	Pre/post individual or group critique of 3D design, architecture, and/or interior design, showing growth in use of vocabulary, depth of conversation, and design as it relates to the needs of the people utilizing it.	Websites: Steps of Critique: www.dl.ket.org/humanities/resources/art/critproc.htm
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing,	CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	Create a pre/post test based on a specific lesson or unit of study to determine student comprehension of how the study of the visual arts contributes to greater understanding of	Websites: Interdisciplinary Connections: <ul style="list-style-type: none"> http://www.princetonol.com/Groups/iad/less

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<p>speaking, and listening at the college and career readiness level.</p> <p>Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>other academic disciplines and problem solving skills.</p>	<p>ons/middle/integration.htm</p> <ul style="list-style-type: none"> Nigerian Architect Odili Odita: http://contemporaryartscenter.org/images/lessonplans/Odili%20adaptable%20mixed%20media.pdf Castles and Cornerstones: http://artsedge.kennedycenter.org/educators/lessons/grade-6-8/Castles_and_Cornerstones.aspx

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