

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level: 7 / Content Area: Art / Length of Course:10 Weeks**

**Overview:**

The 7<sup>th</sup> grade visual arts cycle class is intended to accommodate all skill and interest levels while building confidence and understanding of the visual arts. Students will produce two-dimensional and three-dimensional works while exploring the elements and principles of design and thinking critically about their surrounding influences. This class will involve the exploration of materials, methods, techniques and ideas of art periods such as modern and postmodern art as well as the introduction to rudimentary principles of graphic design. Standards will support creating, presenting, responding and connecting to visual arts.

## Unit 1: CREATING

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Big Ideas:** *Course Objectives/Content Statement(s)*

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

How does art record and communicate the human experience?

How do objects, places and designs shape the lives of communities?

How does art help us understand other subjects, themes, areas of interest?

What conditions, attitudes, and behaviors support creativity and innovative thinking?

How do artists maintain and use materials, tools and equipment?

### Enduring Understandings

*What will students understand about the big ideas?*

Art is a universal language.

Visual communication through art crosses cultural and language barriers throughout time.

The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

Creativity and innovative thinking are essential life skills that can be developed.

### Areas of Focus: Proficiencies

(New Jersey Student Learning Standards)

**Students will:**

1.5.8.Cr1a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b. Develop criteria, identify goals and

### Lessons /Instructional Focus

- Experiment with different art materials and techniques to create original artworks.
- Demonstrate the creative process by journaling different ideas and pathways of arriving at the finished project.
- Connecting ideas and influences in design from art history and different cultures.
- Use inquiry and curiosity to invent original works trying new ideas, materials, methods, and

<p>collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p>1.5.8.Cr2c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p><b>Career-Ready Practices</b>  <b>CRP1:</b> Act as a responsible and contributing citizen and employee.  <b>CRP2:</b> Apply appropriate academic and technical skills.  <b>CRP3:</b> Attend to personal health and financial well-being.  <b>CRP4:</b> Communicate clearly and effectively and with reason.  <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.  <b>CRP6:</b> Demonstrate creativity and innovation.  <b>CRP7:</b> Employ valid and reliable research strategies.  <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP9:</b> Model integrity, ethical leadership and effective management.  <b>CRP10:</b> Plan education and career paths aligned to personal goals.  <b>CRP11:</b> Use technology to enhance productivity.  <b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	<p>approaches in making works of art and design.</p> <ul style="list-style-type: none"> <li>● Implications of conservation, care, and clean-up of art materials, tools and equipment.</li> <li>● Design using two dimensional and three dimensional work.</li> </ul>
<b>Differentiation</b>	<b>Assessments</b>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Scientific understanding of the color prism and color mixtures.</li> <li>● Learning to handle tools used in different</li> </ul>	<p>Sample projects:</p> <ul style="list-style-type: none"> <li>● Create an abstract painting using various types of</li> </ul>

trades.

- Critical thinking skills in solving problems using original and personal ideas.
- Repurposing and recycling materials for the use of invention and creativity.
- Increase of vocabulary by using descriptive art terms.

### Technology Integration

- Experience with Adobe Photoshop to create a school or personal logo design which integrates the elements of color, line, space, value, shape, and texture.
- Digital websites for integration of animation projects and digital art: [www.wickeditor.com](http://www.wickeditor.com), [www.pixilart.com](http://www.pixilart.com), [www.kleki.com](http://www.kleki.com).
- Group drawing with Google Draw.
- Create a GIF or animation to represent or convey a message (ex. No Name Calling Week, Autism Awareness, Anti-Bullying Awareness, etc.)

### Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

### Global Perspectives

- Trades in society's marketing economy.
- Exploring different cultures and their art.
- How specific regions of the world contribute to artistic and cultural achievements.

lines, shapes, and objects.

- Make a painting showing the influence of an artist.
- Use a personal theme to create a personal work of art.
- Use a limited palette and limited tools to create a painting.
- Optical Illusion Drawing: Create the illusion of movement and/or depth in works of art.
- Bookmaking: Learn the many ways of book-binding: Japanese Stab-binding, accordion book, tunnel books, hard cover, and repurposed books. Choose one technique and create a book that will tell a story about you.
- Paper collage - use magazine paper rippings to paste onto a drawn image on cardboard using different tints and shades of a color.
- Compare/Contrast ways in which artists use certain elements such as line, shape, color, value, and texture in both 2-D and 3-D works of art.
- Paper-Mache Hybrid animal sculptures.

### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading



## Unit 2: RESPONDING

**Anchor Standard 7:** Perceive and analyze artistic work.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

**Big Ideas:** *Course Objectives/ Content Statement(s)*

All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

How has art changed through time? How does art reflect human culture? How do life experiences influence the way you relate to art?

Does culture influence art or does art influence the culture?

### Enduring Understandings

*What will students understand about the big ideas?*

Tracing the history of visual art in world cultures provides insight into the lives of people and their values. The arts reflect cultural morals and personal aesthetics throughout the ages.

People gain insights into the meaning of artworks by engaging in the process of art criticism.

Visual imagery influences understanding of and responses to the world.

### Areas of Focus: Proficiencies

(New Jersey Student Learning Standards)

**Students will:**

1.5.8.Re7a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.

1.5.8.Re7b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.5.8.Rea. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

1.5.8.Re9a. Create a convincing and logical argument

### Lessons / Instructional Focus

- Recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on works of art (e.g., realism, impressionism, post-impressionism, expressionism).
- Identify, use, and interpret important works of art and their artists.
- Create artwork with the characteristics of a particular culture, period of time, style method or artist.
- Recognize that chronology exists in all art forms.
- Respond to works of art and analyze responses in terms of cultural and visual meaning.
- Describe the manner in which the belief systems of a viewer may influence contemplation of works of art.

<p>to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.</p> <p><b>Career-Ready Practices</b></p> <p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3:</b> Attend to personal health and financial well-being.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> <li>● Explain orally and in writing the means by which visual art evokes sensory and emotional responses.</li> <li>● Appreciate works of art that pertain to different art styles and genres.</li> </ul>
<p><b>Differentiation</b></p>	<p><b>Assessments</b></p>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● How the arts influence people and culture in societies</li> <li>● Use of utilitarian objects in cultural fashion and architectural design</li> <li>● Art integrated with musical instruments</li> <li>● Using technology to create ownership and produce art.</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Selected educational websites for experiencing with collage and other techniques- National Geographic Arts for Kids(<a href="http://www.nga.gov/kids">www.nga.gov/kids</a>)</li> <li>● TinkerCad</li> <li>● Google form surveys, <a href="http://www.padlet.com">www.padlet.com</a>, and virtual museum websites.</li> <li>● Photography to catalog and create a digital portfolio of work</li> </ul>	<p>Sample projects:</p> <ul style="list-style-type: none"> <li>● Collage Chinese Dolls: Demonstrate understanding of Chinese traditional clothing according to different dynasties by using paper collage to design a traditional Chinese doll.</li> <li>● African Mask: Use interpretation of symbolic African tribal designs to create own paper Mache African mask.</li> <li>● Pop Art/ Printmaking: Understand what mass production and popular culture is through the influence of the artist Andy Warhol. Using images of current popular culture create a series of prints that represent today’s society icons.</li> <li>● Gargoyles- Create plaster gargoyles in 3-dimensional form which will represent the style of medieval architecture.</li> <li>● 3D Printed Stamps - design and create a</li> </ul>

**Media Literacy Integration**

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**

- Cultural achievements in the arts
- Responsibilities and roles of people in society of different cultures.
- World belief systems impact on the arts
- Art as a career

textured stamp using TinkerCad that will be used to create ceramic work of art (i.e; calvavero for dia de Los Muertos)

**Supports for English Language Learners**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

**Intervention Strategies**

Accommodations	Interventions	Modifications
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Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

### Unit 3: CONNECTING

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Big Ideas:** *Course Objectives/Content Statement(s)*

Creating and analyzing art leads to a connection to different ideas, beliefs, and experiences.

#### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives of their communities through art-making?
- How is art used to impact the views of a society?
- In what ways does engaging in creating artworks enrich people's lives?

#### Enduring Understandings

*What will students understand about the big ideas?*

- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
- Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork.
- Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
- People develop ideas and understanding of society through their interactions with and analysis of art.

#### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

**Students will:**

- 1.5.8.Re7a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

#### Lessons /Instructional Focus

- To convey emphasis in a work of art.
- Recognize how artists use art elements and principles in a work of art.
- Responding to artistic processes by adding meaning to their work.

<p>1.5.8.Cn11b. Analyze and contrast how art forms are used to reflect global issues, including climate change.</p> <p><b>Career-Ready Practices</b>  <b>CRP1:</b> Act as a responsible and contributing citizen and employee.  <b>CRP2:</b> Apply appropriate academic and technical skills.  <b>CRP3:</b> Attend to personal health and financial well-being.  <b>CRP4:</b> Communicate clearly and effectively and with reason.  <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.  <b>CRP6:</b> Demonstrate creativity and innovation.  <b>CRP7:</b> Employ valid and reliable research strategies.  <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP9:</b> Model integrity, ethical leadership and effective management.  <b>CRP10:</b> Plan education and career paths aligned to personal goals.  <b>CRP11:</b> Use technology to enhance productivity.  <b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	
<b>Differentiation</b>	<b>Assessments</b>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Mathematical understanding on</li> <li>● linear perspective, shapes, angles and 3-dimensions.</li> <li>● Hand-eye coordination</li> <li>● Thinking in a 3 dimensional form</li> <li>● Use of measuring and accuracy.</li> </ul> <p><b>Technology Integration</b>  Using Adobe Photoshop tools to create images in one point perspective</p> <p>Using TinkerCad to render 3D imagery</p> <p>Use understanding of composition to take photographs of still life objects.</p> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>● Discussion of sourcing images for use in digital</li> </ul>	<p>Sample projects:</p> <ul style="list-style-type: none"> <li>● Respond to Picasso’s use of color and shapes in his Cubist style by creating a self portrait using line, shape, and color representing the style.</li> <li>● Compare and contrast artwork from both Impressionist and Post-Impressionist artists by studying artwork of Claude Monet and Vincent Van Gogh. Create a variety of landscape drawings by using pastels and/or Cray-pas. Applying the same image but applying different techniques and different line applications.</li> <li>● Understand how art plays an important role in the Mandala designs used by Hindu and Buddhist religion. Create a mandala that integrates designs inspired by one of the religions but personalizing the image to represent student interests and/or beliefs.</li> <li>● Still life drawing: Portray distant objects higher on the drawing paper.</li> </ul>

artwork, copyright, public domain, and fair use

- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**

- Understanding of human interactions with space and objects around us.
- Knowledge of seeing and perceiving
- Developing observational and critical thinking skills
- Developing measuring and spatial relationship skills

**Supports for English Language Learners**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

**Intervention Strategies**

Accommodations	Interventions	Modifications
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- View works of art by Romare Bearden
- Study the proportions of figure drawing by using students as models while class practices drawing body gestures. How do we view people?
- One-Point perspective City: Create the illusion of depth by portraying parallel lines that move away from the viewer to converge at a point on the eye level. Students can refer to hallways and classroom space to identify horizon line and point of perspective. What kinds of cities surround us?
- Texture animal drawings/ paintings: Manipulate lines and patterns and their direction to describe the direction and texture of a surface.
- Create 3-D forms by cutting away, adding on, molding, and or carving parts of the whole. Experiment with tactile textures on plaster or paper Mache forms.

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

## Unit 4: PRESENTING

**Anchor Standard 4:** Select, Analyze, and interpret artistic works for presentation.

**Anchor Standard 5:** Develop and refine artistic techniques for presentation

**Anchor Standard 6:** Convey meaning through presentation of artistic work

**Big Ideas:** *Course Objectives/ Content Statement(s)*

Through the critical process, students formulate judgments regarding artistic and aesthetic merits of an artwork.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

When is art criticism vital and when is it beside the point?

How do artists' backgrounds influence the aesthetic and artistic choices they make?

What formal art elements should we consider important to do a formal art critique?

What methods and processes are considered when preparing artwork for presentation or preservation?

### Enduring Understandings

*What will students understand about the big ideas?*

Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Visual fluency is the ability to differentiate between formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Artists and other presenters consider various techniques, methods, venues and criteria when analyzing various artworks.

### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

**Students will:**

1.5.8.CPr4a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.CPr5a. Individually or collaboratively prepare and present theme-based artwork for display and formulate

### Lessons /Instructional Focus

- Discuss the ways that art can be persuasive.
- Discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.
- Demonstrate inquiry skills and appropriate art vocabulary for:
  1. Describing works of art;
  2. Responding to works of art;
  3. Interpreting works of art; and
  4. Evaluating works of art.

<p>exhibition narratives.</p> <p>1.5.8.CPr6a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.</p> <p><b>Career-Ready Practices</b></p> <p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3:</b> Attend to personal health and financial well-being.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Language and Literacy</li> <li>● Teamwork and group discussion skills</li> <li>● Learning human interactions and speaking skills in stating appropriate opinions about others’ work.</li> <li>● Using selectivity to decipher important artistic elements in an artwork.</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Using online surveys and blogging to record student responses to artwork.</li> <li>● Peer and teacher feedback through: google classroom, padlet.com,</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>● Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use</li> </ul>	<p>Sample Projects:</p> <ul style="list-style-type: none"> <li>● Critique peer work by adding comments about each other’s work on a comment sheet.</li> <li>● Using the appropriate steps of describing, responding, interpreting, and evaluating works of art, walk around a classroom art gallery and respond to famous works of art.</li> <li>● Journal on a daily log-contribute and share ideas/ suggestions about other classmate’s improvements in their artwork.</li> <li>● Choose from a selection of images and symbols to create a design that visually communicates a persuasive idea.</li> <li>● Example: Discuss painting “I and the Village” by Marc Chagall in a group and class conversations answering the following questions in art journals. Present answers to the class:       <ol style="list-style-type: none"> <li>1. What makes this painting a fantasy painting?</li> </ol> </li> </ul>

- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

**Global Perspectives**

- Learning multicultural perspectives in media literacy.
- Developing global skills in critical dialoguing and decoding of a student's own cultural assumptions in a cooperative learning environment.

2. What is an icon?
3. What icons are used in this composition?
4. What is the point of emphasis in this work of art? Why?

Supports for English Language Learners		
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Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm	Increase task	Differentiated

directions	structure (e.g. directions, checks for understanding, feedback	materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	